DOCUMENT RESUME

ED 451 581 EA 030 897

TITLE	Standards for Staff Development: Elementary School Edition. Study Guide.
INSTITUTION	National Association of Elementary School Principals, Alexandria, VA.; National Staff Development Council, Oxford, OH.
PUB DATE	1995-00-00
NOTE	71p.
AVAILABLE FROM	National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($12, members; $15, nonmembers). Tel: 800-386-2377.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Educational Administration; *Educational Change; Elementary Education; Excellence in Education; Faculty Development; *Staff Development; *Standards

ABSTRACT

This document contains staff-development standards developed by over 50 educators. The standards are organized into three categories: context, process, and content. The section on context addresses the organization, system, or culture in which the new learning will be implemented. Process refers to the "how" of staff development and includes descriptions of the ways in which new knowledge and skills can be acquired. Some examples of process standards include group development, follow up and support, and evaluation. The last category, content, refers to the actual skills and knowledge effective elementary school educators need to possess or acquire through staff development. Examples of this category include research-based instructional strategies, pre-adolescent development, high expectations, and curriculum. Each of the standards' descriptions contains several parts: a succinct statement of the staff-development expectation; the theory and research that validates the significance of the standard and expands its understanding; a real-life application of the standard; results that can be expected if the standard is consistently applied; a means for individuals and groups to consider the implications of the standard for their setting; and sources for citations in the rationale section. An appendix includes a self-assessment and planning tool. (RJM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

STUDY GUIDE

NATIONAL STAFF DEVELOPMENT COUNCIL

IN COOPERATION WITH

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

ED 451 581

STANDARDS FOR STAFF DEVELOPMENT

ELEMENTARY · SCHOOL · EDITION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
W. T. Greenleaf
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

EA 030847

BEST COPY AVAILABLE

NATIONAL STAFF DEVELOPMENT COUNCIL

IN COOPERATION WITH

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

STANDARDS FOR STAFF DEVELOPMENT

ELEMENTARY · SCHOOL · EDITION

Price: NSDC/NAESP Members – $12.00 Nonmembers – $15.00

© Copyright 1995 by the National Staff Development Council and the National Association of Elementary School Principals

National Staff Development Council
P.O. Box 240
Oxford, Ohio 45056

National Association of Elementary School Principals
1615 Duke Street
Alexandria, Virginia 22314-3483

NSDC Board of Trustees

Joellen Killion, President
Adams 12 Five Star Schools, Northglenn, CO

Kathryn Blumsack
Montgomery County Public Schools, Rockville, MD

Henry Cade
Wayne County Regional Educational Service Agency, Wayne, MI

Sandee Crowther
Lawrence Public Schools, Lawrence, KS

Kathryn Harwell
Grapevine-Colleyville ISD, Grapevine, TX

Ted Haynie
Calvert County Public Schools, Lusby, MD

Diana Williams
Clarfield Elementary School, Columbus, OH

Joanne Zywine
Halton Board of Education, Burlington, ONT

Dennis Sparks
Executive Director

NAESP Board of Directors

Frederick N. Brown, President
Boyertown Elementary School, Boyertown, PA

Dominic A. Palazzolo, President-elect
Yake Elementary School, Woodhaven, MT

Yvonne G. Allen
Whiteville Elementary School, Whiteville, TN

Dennis R. Arnold
McKinley School, Watertown, SD

Margaret Buskley
General Herkimer Magnet School, Utica, NY

Edward Jerome
Edgartown School, Edgartown, MA

Carole L. Kennedy
New Haven Elementary School, Columbia, MO

Don R. Lapinski
Cascade Middle School, Auburn, WA

Sandra Ann Lawrence
Robert Lucas Elementary School, Iowa City, IA

Eddie L. Lucero
Griegos Elementary School, Albuquerque, NM

Allan F. Lundquist
Lake Superior Elementary School, Ashland, WI

Jerry W. Vrshek
Lane Elementary School, Alsip, IL

Merry G. Wade
McPherson Middle School, McPherson, KS

DeLores Wilson
Campostella Elementary School, Norfolk, VA

Samuel G. Sava
Executive Director

Contributing Professional Organizations

Judy Nash and Mary Reese
American Association of School Administrators

Jayne Osgood
Association for Supervision and Curriculum Development

Holly Hatch
Center for Early Adolescence

Maria Garza-Lubeck
Council of Chief State School Officers

Lyn Malarz
Council for Exceptional Children

Hayes Mizell and Akiyu Hatano
Edna McConnell Clark Foundation

Sue Bredekamp
National Association for the Education of Young Children

Ronald J. Areglado and Merrie Hahn
National Association of Elementary School Principals

Denise Alston and Robert McClure
National Education Association

Lynn Wallich
National Middle School Association

Dennis Sparks and Stephanie Hirsh
National Staff Development Council

Contributing Individuals

Jack Anderson
Hanover County Public School District, Ashland, VA

Vivian Archer
Washington DC Public Schools, Washington, DC

Kathryn Blumsack
Montgomery County Public Schools, Rockville, MD

Pamela J. Burrus
Olathe District Schools, Olathe, KS

Marjorie Bush
West Baltimore Middle School, Baltimore, MD

Mel A. Clancy
Omaha Public Schools, Omaha, NE

Leila Engman
Patrick Henry Elementary School, Alexandria, VA

Jillayne T. Flanders
Hooker/Russell Elementary School, Hadley, MA

Sue B. Francis
Hamilton Park Pacesetter Elementary, Dallas, TX

Thomas Guskey
College of Education, University of Kentucky, Lexington, KY

Ted Haynie
Calvert County Public Schools, Prince Frederick, MD

Sidney Houston
William Ramsay Elementary School, Alexandria, VA

Lynda E. Irvin
Ravinia School, North Shore School District, Highland Park, IL

Miriam Kelley
Sidney Lanier Elementary-Center for Expressive Arts, Dallas, TX

Juanita Faye King
Stanton Elementary School, Stanton, KY

Kay Lovelace
Detroit Public Schools, Detroit, MI

Eddie L. Lucero
Griegos Elementary School, Albuquerque, NM

Bev Mattox
Reston, VA

Carlene Murphy
Augusta, GA

Marion Payne
Mount View Middle School, Ellicott City, MD

Wayne Ralston
Triangle Elementary School, Triangle, VA

Patricia Roy
Center for School Change, Dover, DE

Carole Ann Stone
Highcroft Ridge Elementary, Chesterfield, MO

Diana Williams
Clarfield Elementary School, Columbus, OH

Ellen Williams
Seven Locks Elementary School, Bethesda, MD

Table of Contents

Overview 1
How to Use These Standards 3
The Standards 5

Context
Continuous Improvement 7
Leadership/Advocacy 9
Organizational Alignment and Support 10
Time for Learning 12
Staff Development as an Innovation 14

Process
Organization Development and Systems Thinking 15
The Change Process: Individual 17
The Change Process: Organizational 19
Data-Driven Decision Making 21
Selecting Staff Development Content 23
Integration of Innovations 25
Evaluation of Staff Development 27
Models of Staff Development 29
Follow Up 31
Collaborative Skills 33
Group Development 35

Content
Childhood and Pre-Adolescent Development 37
Classroom Management 39
Diversity 41
Interdisciplinary Curriculum 43
Research-Based Instructional Strategies 45
High Expectations 46
Family Involvement 48
Student Performance Assessment 50

Appendix
Self Assessment and Planning Tool 53
Reviewer Acknowledgment 58
Technical Assistance 60

National Staff Development Council

The National Staff Development Council (NSDC), a non-profit association of approximately 8,000 educators, is deeply committed to ensuring success for all students through the application of high standards for professional development for everyone who affects student learning. The Council views high quality staff development programs as essential to creating schools in which all students and staff members are learners who continually improve their performance. The standards contained in this document represent the collective commitment of over 50 educators representing five leading national education associations.

OVERVIEW

The National Association of Elementary School Principals

The National Association of Elementary School Principals (NAESP), founded in 1921, is a professional organization serving more than 26,000 elementary and middle school principals and other educators throughout the United States, Canada, and overseas. The Association believes that the progress and well-being of the individual child must be at the forefront of all elementary and middle school planning and operations. Further, NAESP members accept the challenges inherent in research findings that the development of quality education in each elementary and middle school depends on the expertise, dedication, and leadership of the principal.

What Do We Mean by Staff Development?

At one time staff development was synonymous with "sit and get" sessions in which relatively passive participants were "made aware" of the latest ideas regarding teaching and learning from so-called "experts." Today, you will see as you study these standards, staff development not only includes high-quality ongoing training programs with intensive follow up and support, but also other growth-promoting processes such as study groups, action research, and peer coaching, to name a few.

In addition, staff development is no longer viewed as something that is only necessary for teachers. We now recognize that everyone who affects student learning, from the board of education, central office administrators, principals, teachers, to classified/support staff, and parents must continually improve their knowledge and skills in order to ensure student learning. Likewise, we now understand that staff development is not the exclusive responsibility of someone given the title of "staff developer"; rather it is the responsibility of superintendents, central office administrators, principals, and teachers, among others.

How Have We Organized the Standards?

The standards are organized into three categories: context, process, and content.

- *Context* addresses the organization, system, or culture in which the new learnings will be implemented. Some contexts are more supportive to improvement than others.
- *Process* refers to the "how" of staff development; it describes the means for the acquisition of new knowledge and skills. Some examples of process standards include: group development, follow-up and support, and evaluation.
- *Content* refers to the actual skills and knowledge effective elementary school educators need to possess or acquire through staff development. Some examples of content include: research-based instructional strategies, pre-adolescent development, high expectations, and curriculum.

Context, process, and content standards must all be in place to ensure that staff development makes a difference in student learning. For example, even strong research-based content with no attention to follow-up (process) or leadership support (context) will not result in improved student learning.

Each standard contains several parts.

- *The standard:* a succinct statement of the staff development expectation. It establishes the level of performance to which all organizations should aspire.
- *The rationale:* the theory and research that validates the significance of the standard and expands our understanding of it.
- *The example:* a real-life application of the standard.
- *The outcomes:* the results that can be expected if the standard is consistently applied.
- *Discussion questions:* a means for individuals and groups to consider the implications of the standard for their setting.
- *References:* sources for citations in the rationale section and other recommended sources.

How to Use These Standards

These standards are intended to be used by schools and school districts to improve the quality of their staff development efforts so that student learning will be increased. Based on the belief that "improvement is always unfinished," these standards can be used to stimulate discussion and analysis that leads to greater staff development effectiveness no matter what the current level of performance. The standards can be used in two primary ways: by individuals seeking to better understand and implement effective staff development practices, and by groups who wish to study and implement the standards to improve the organization's staff development effectiveness.

Individuals

Individual teachers, administrators, parents, university professors, or community members can study the standards and improve their general understanding of effective staff development practices. Specifically, individuals can:

- Develop a knowledge base of effective staff development by studying the complete set of standards.
- Use the standards in the development of proposals to school boards or local school councils when making recommendations for program improvement.
- Refer to the standards in the development of funding proposals.
- Use the discussion questions in the analysis of current programs to determine areas for improvement.
- Use the standards in the design and implementation of annual individual improvement plans.

Groups

The most powerful application of the standards is likely to be in their use as a tool to guide groups at both the district and school levels in their analysis and strengthening of current staff development efforts.

District Use

- Organize a committee to analyze the context section of the standards to create plans to ensure contextual factors are in place to support staff development efforts.
- Use the standards as the ongoing basis for school board development. Two or three standards per meeting could be introduced to the school board.
- Establish a process for ensuring that the standards are applied whenever program improvements are being considered.
- Create an action plan to ensure the implementation of the standards.
- Organize a districtwide staff development committee with representatives from all departments and school levels to compare current practice against the standards and to establish a comprehensive plan for application of the standards.
- Use the document as a learning tool for districtwide study groups.
- Establish model programs that demonstrate the application of the standards in practice.
- Identify and publicize schools that are successful in the application of particular standards.
- Consider the use of technology for the learning and sharing of examples of standards that are in practice.
- Create a systemwide resource file for key articles cited in the reference sections.
- Disseminate the standards to all parents and other stakeholders so they know what to expect in a quality staff development program.

School Use

While context, process, and content are all of interest to schools, it is likely that content and process will be of particular importance.

- Use the standards as the content focus for study groups. Gather recommendations for improvement based on the recommendations of the groups.
- Refer to the discussion questions to determine strategies for improving the current school improvement plan.
- Require that recommendations for improvement made by local school councils refer to the standards.

- Determine the priority standards for the school or department and create an action plan to implement the priorities.
- Ask individual teams and departments to complete the self-assessment tool and use the results in the preparation of the school's improvement plan.
- Prepare a set of key questions to ask whenever staff development is proposed in the school.
- Present the standards at parent education meetings. Share a few standards per month with the PTA/PTO board.
- Provide incentives for teachers to implement particular standards.
- Use the standards in your state or regional accreditation process.
- Share your successes in implementing the standards with other schools.

State Department Uses

- Use the standards to guide the development of criteria for state-driven proposals as well as evaluation processes.
- Use the standards as the basis for study within the department.
- Suggest the completion of the assessment tool as part of any school-based staff development planning document.
- Ensure committees refer to the document as staff development plans are made to address state-wide reform goals.
- Suggest districts use the standards document in the development of any state-mandated district-level planning.
- Help identify systems and schools that are implementing the standards and develop demonstration sites to assist other schools.
- Use the standards to stimulate dialogue between instruction and curriculum departments at the state level.
- Ensure the state board of education is familiar with the language of the standards.
- Use the standards in any state-initiated school accreditation process.
- Assess state expectations against the standards.

Context

Effective elementary school staff development requires and fosters the norm of continuous improvement.

Effective elementary school staff development requires strong leadership in order to obtain continuing support and to motivate all staff, school board members, parents, and the community to be advocates for continuous improvement.

Effective elementary school staff development is aligned with the school's and the district's strategic plan and is funded by a line item in the budget.

Effective elementary school staff development provides adequate time during the work day for staff members to learn and work together to accomplish the school's mission and goals.

Effective elementary school staff development is an innovation in itself that requires study of the change process.

The Standards

Process

Effective elementary school staff development provides knowledge, skills, and attitudes regarding organization development and systems thinking.

Effective elementary school staff development is based on knowledge about human learning and development.

Effective elementary school staff development provides for the three phases of the change process: initiation, implementation, and institutionalization.

Effective elementary school staff development bases priorities on a careful analysis of disaggregated student data regarding goals for student learning.

Effective elementary school staff development uses content that has proven value in increasing student learning and development.

Effective elementary school staff development provides a framework for integrating innovations and relating those innovations to the mission of the organization.

Effective elementary school staff development requires an evaluation process that is ongoing, includes multiple sources of information, and focuses on all levels of the organization.

Effective elementary school staff development uses a variety of staff development approaches to accomplish the goals of improving instruction and student success.

Effective elementary school staff development provides the follow up necessary to ensure improvement.

Effective elementary school staff development requires staff members to learn and apply collaborative skills to conduct meetings, make shared decisions, solve problems, and work collegially.

Effective elementary school staff development requires knowledge and use of the stages of group development to build effective, productive, collegial teams.

Content

Effective elementary school staff development increases administrators' and teachers' understanding of how to provide school environments and instruction that are responsive to the developmental needs of children in grades pre kindergarten through six.

Effective elementary school staff development facilitates the development and implementation of school and classroom-based management which maximize student learning.

Effective elementary school staff development addresses diversity by providing awareness and training related to the knowledge, skills, and behaviors needed to ensure that an equitable and quality education is provided to all students.

Effective elementary school staff development enables educators to provide challenging, developmentally-appropriate interdisciplinary curriculum that engage students in integrative ways of thinking and learning.

Effective elementary school staff development prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and their students.

Effective elementary school staff development prepares educators to demonstrate high expectations for student learning.

Effective elementary school staff development facilitates staff collaboration with and support of families for improving student performance.

Effective elementary school staff development prepares teachers to use various types of performance assessment in their classrooms.

CONTEXT

Continuous Improvement

Leadership/Advocacy

Organizational Alignment and Support

Time for Learning

Staff Development as an Innovation

Continuous Improvement

NOTES

Rationale

The norm of continuous improvement is a belief that learning about one's work is never finished – professional development is dynamic. It is every educator's task to refine skills, inquire into practice, and construct craft knowledge while working with peers. The explosion of educational research in the last 15 years has meant there is much more to know and apply concerning instruction, learning, and leadership in order to become an effective educator.

> Effective elementary school staff development requires and fosters the norm of continuous improvement.

The norm of continuous improvement also implies that staff development supports the on-going growth and development of new skills. Staff development cannot be confined to a few specific days in the school calendar, but must be viewed as an ongoing, job-embedded examination and development of new methods.

The norm of experimentation is a belief that effective implementation of a new technique takes time and that early trials do not have to be nor will they be perfect. It also supports a belief that new practices should be protected and nurtured rather than evaluated. If these two norms operate in a school, staff members will constantly learn about their work.

Strategies which support ongoing development include study groups, action research groups, observation and assessment, peer coaching, training and follow-up, participation on school improvement and/or curriculum writing teams, and problem-solving sessions throughout the school year.

McLaughlin and Talbert (1993) found in a five-year study of educators that teachers who developed sustained and challenging learning opportunities were part of a network of professionals who addressed problems and found solutions together. These professional networks discussed new teaching materials and strategies and supported the risk taking that is involved in transforming practice.

Example

An elementary school analyzes its teaching practices and decides students need to be more actively involved in the learning process. The faculty selects cooperative learning as one way to accomplish that goal. Staff members create a year-long course of study which includes several presentations on the critical components of cooperative learning and classroom demonstrations. Study groups form to learn more through reading chapters from a text, discussing implications, planning lessons together, and solving problems. Grade level teams arrange their schedules so that pairs can co-teach new lessons and debrief what goes well and what needs to be changed. By the second semester, the teaching partners are developing materials jointly and providing peer coaching for each other. Throughout the year, teachers invite experts (knowledgeable principals, teachers, etc.) to watch their cooperative lessons and provide feedback on how well the critical attributes have been implemented. Each grade level develops a plan for the following year to continue its use of cooperative learning, focusing on how to develop students' interpersonal skills.

Outcomes

- Teachers support and initiate learning about new instructional practices and strategies.
- New instructional strategies are implemented in the classroom and shared with colleagues.
- Staff development activities are ongoing and job-embedded.

NOTES

Discussion Questions

- Because the norm of continuous improvement cannot be mandated, how can it be developed within a school?
- What implications does a norm of continuous improvement have for staff development? For administrators? For teachers? For school structures and procedures?
- What group and interpersonal skills do teachers and administrators need for the norm of continuous improvement to exist within a school?
- How does one balance the demands of accountability and the risks inherent in innovation?

References

- Fullan, M. (1991). *The new meaning of educational change.* New York, NY: Teachers College Press.
- Joyce, B., Showers, B., & Weil, M. (1993). *Models of teaching.* Boston, MA: Allyn and Bacon.
- Kent, K., Austin, J., & Kaufman, B. (1989). Continuous improvement: Context and support. In S.D. Caldwell (Ed.), *Staff development: Handbook of effective practices.* Oxford, OH: National Staff Development Council.
- McLaughlin, M., & Talbert, J. (1993). *Contexts that matter for teaching and learning.* Stanford, CA: Center for Research on the Context of Secondary School Teaching, Stanford University.

NEXT STEPS

Leadership/Advocacy

NOTES

Rationale

Leadership and advocacy are critical to the development and maintenance of an effective school. Leadership encourages and provides staff with the incentives and resources to pursue new learnings. An ongoing and career-long staff development program should be advocated for all personnel working with elementary school students. Excellent teachers produce excellent learning. Therefore, it is important for schools to invest in administrators, teachers, and other instructional and support staff by providing purposeful, intensive staff development activities (Ondrovich, 1989). This investment requires that varied stakeholders in the success of elementary school operations be informed about issues related to elementary school organization, curriculum, and student growth and development.

> Effective elementary school staff development requires strong leadership in order to obtain continuing support and to motivate all staff, school board members, parents, and the community to be advocates for continuous improvement.

Example

An elementary school principal is committed to life-long learning for herself, staff, students, and all other stakeholders. As an advocate for staff development, she seeks to convince teachers, the school board, and parents that ongoing, meaningful staff development will lead to continuous improvement. She models high energy for creativity and innovation and is open and supportive with professional and support personnel, students, parents, and community. The principal shares knowledge and works with everyone to build a culture that supports continuous learning. She invites others to share how effective changes might best be accomplished. As an advocate for students, colleagues, and stakeholders, she fosters shared leadership and encourages creativity in bringing all available human and material resources to the school. This principal provides adequate time for learning new practices and for coaching to reinforce skills.

Outcomes

- Staff morale increases as a result of staff empowerment and effectiveness.
- Collaborative relationships/partnerships increase.
- Parent involvement and stakeholder support increases.
- Staff development is a visible priority of the school system.

Discussion Questions

- Who (what roles) needs to be an advocate for staff development and continuous improvement?
- What information do advocates need in order to be most effective?
- Through what means can advocates communicate their positions to key stakeholders?

References

- Lewis, A. (1993). *Leadership styles.* Reston, VA: American Association of School Administrators.
- Ondrovich, P. C. (1989). Staff development: Meeting teachers' psychological and professional needs. *ERS Spectrum,* 7(4), 22-25.
- Rutherford, W. (1989). How to establish effective staff development programs. *NASSP Tips for Principals.*

Next Steps

NOTES

Organizational Alignment and Support

Rationale

The strategic plan of the district identifies major goals and objectives. Staff development content is linked most often to new curricular, instructional, technological, and organizational initiatives and procedures. Staff developers should align content with the goals of the school's long-range plan. Because the alternatives to choose from are seemingly limitless, it is important that the initiatives in curriculum, instruction, and technology support one another and that there are not too many initiatives at one time (Joyce et al., 1993).

> Effective elementary school staff development is aligned with the school's and the district's strategic plan and is funded by a line item in the budget.

Effective staff development requires a deliberate evolutionary process embraced by the district's board of education and all levels of the school system. The process begins by identifying effective staff development as an objective in the district's strategic plan. By doing so, staff development is perceived as essential for achieving the purposes of the organization, is valued as an integral part of the strategic plan, and is seen as a key factor in changing the district. With this type of priority status, staff development is also given a line item in the budget. As a result, staff development is perceived by the entire district and community as a critical part of the district's quest for excellence.

Example

The strategic plan of a large urban school district identifies student academic success as its number one goal. One of the objectives is the transformation of elementary school education. The superintendent places the transformation of elementary school education on the agenda of the board of education as an action item, which includes the amount of dollars committed to the objective, the time frame for implementation, the staff development required to add new knowledge and change behaviors, and the person(s) responsible for its implementation. After approval, the plan is taken to the executive cabinet where the superintendent explains the objective's significance within the strategic plan. Everyone is given the same orientation to emphasize the importance of the plan and to create a high level of understanding of the responsibility of all in the implementation of the objective. Each school then creates a comprehensive, written staff development plan which illustrates the relationship between staff development activities and the school's vision and goals.

Outcomes

- A comprehensive staff development plan is in place that aligns staff development and the school's vision and goals with the district plan.
- Effective staff development is perceived as essential for achieving the purposes of the organization, is valued as an integral part of the strategic plan, and is seen as a key factor in improving student learning.
- Everyone works together to identify strategies and develop action plans consistent with the district's overall mission.

Discussion Questions

- How do we ensure staff development decision making is aligned with the district and school vision?
- What evidence of organizational alignment and support currently exists? What needs to be pursued?

References

- Fullan, M. (1991). *The new meaning of educational change.* New York: Teachers College Press.
- Joyce, B., Wolf, J., & Calhoun, E. (1993). *The self-renewing school.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Stoner, J., & Zigarmi, P. (1993). *Creating your organization's future.* Escondido, CA: Blanchard Training and Development.

Next Steps

NOTES

NOTES

Time for Learning

Rationale

"We recommend that teachers be provided with the professional time and opportunities they need to do their jobs" (36), concludes the National Education Commission on Time and Learning in its 1994 report, *Prisoners of Time*. A fundamental lesson about school reform from the past decade is that far more time is required for staff learning and collaborative work than is currently available. Staff development days - typically for workshops - and brief meetings before, during, or after the school day when other responsibilities tug at the participants are grossly insufficient to support improvement efforts.

EFFECTIVE ELEMENTARY SCHOOL STAFF DEVELOPMENT PROVIDES ADEQUATE TIME DURING THE WORK DAY FOR STAFF MEMBERS TO LEARN AND WORK TOGETHER TO ACCOMPLISH THE SCHOOL'S MISSION AND GOALS.

A follow-up publication from the National Education Commission on Time and Learning, *Prisoners of Time Research: What We Know and What We Need to Know* (1994), argues that "The Commission's study of time and learning in schools clearly and consistently points to a need for more and better time for teacher learning" (39). The Commission pointed out that this time is needed for teachers to master their subjects, design learning experiences for students that result in the achievement of high academic standards, use improved assessment systems, and work with and learn from colleagues. "To lock teachers into the existing system, which defines a teacher's professional activity almost solely as the time spent in front of students in classrooms, is to guarantee failure," the report notes (39).

American Federation of Teachers President Al Shanker (1993) points out that Saturn employees spend five percent of their work time learning, for a total of 92 hours per employee per year. "Imagine what a training program like this would do for people trying to restructure their schools," Shanker wrote. "Or, put another way, imagine trying to change things as basic as the culture of the school with a couple of days of inservice training a year and some hours stolen from class preparation periods. If it takes 600 courses and 92 hours a year per employee to make a better automobile, it will take that and more to make better schools. And if we're not willing to commit ourselves to that kind of effort, we are not going to get what we want."

Hugh Price (1993), then vice president at the Rockefeller Foundation and currently President of the National Urban League, argues that an important barrier to providing time for teacher development is our uncertainty about what to do with students while teachers are away from their classrooms. For that purpose, he proposes "academically productive ways" students could spend the equivalent of one day a week away from their regular teachers that "wouldn't cost the district a bundle."

Price concludes that "...some fresh thinking about academically useful alternatives to the way students currently spend time in school may free up significant opportunities for teachers to spend their time - in the classroom and out - more productively.... Somewhere in this mix of extended learning activities may lie an answer to the puzzle of how to engage teachers in sustained professional development at comparatively little extra cost."

Example

A school has completed a long-range plan for improvement that is based on the belief that all students can achieve a much higher level of learning than previously thought. The faculty recognizes that the realization of its mission will require much more time for joint work and staff development than was previously available. Staff members also recognize that increased time will only be meaningful if the staff development is well planned and implemented in a way that truly contributes to the school's ability to achieve its goals.

The faculty forms study groups that read *Time for Reform* by Susanna Purnell and Paul Hill (1992) and "Finding Time for Collaboration" by Maryann Raywid (1993). In addition, the study groups reflect on their view regarding the role of the school and the teacher in promoting learning and consider alternative ways that students might learn from other adults, such as parents and community members. As a result, the school decides that over the next two years it will gradually increase the amount of time available for staff development to the equivalent of one day per week. This will be accomplished by adjusting the schedule to facilitate grade level meetings and action team meetings during the day. In addition, early releases will be scheduled monthly and daycare options will be organized with community partners. Finally, students will be regrouped one morning a week for special learning opportunities that will release their regular teacher for curriculum development and staff development work.

Outcomes

- Over a period of two years the faculty gradually increases the amount of time available for joint learning to 20 percent (the equivalent of one day per week) of their work time without any sacrifice in terms of student learning.
- Staff development will become job-embedded.

Discussion Questions

- What amount of time will be required each week for staff learning and joint work if the school is to achieve its objectives for students?
- What existing time commitments (e.g., department and faculty meetings, staff development days) can be refocused to help the school have more time for learning and planning?
- Can important student learning occur outside of school and with "teachers" other than those employed by the school system?
- What are some strategies for finding new time?

References

- Cohen, A. (1993). A new educational paradigm. *Phi Delta Kappan*, 74(10), 791-795.
- National Education Commission on Time and Learning. (1994). *Prisoners of time*. Washington, DC: U.S. Government Printing Office.
- National Education Commission on Time and Learning. (1994). *Prisoners of time research: What we know and what we need to know*. Washington, DC: U.S. Government Printing Office.
- Price, H. (1993, May 12). Teacher professional development: It's about time. *Education Week*.
- Purnell, S., & Hill, P. (1992). *Time for reform*. Santa Monica, CA: RAND Corporation.
- Raywid, M. (1993). Finding time for collaboration. *Educational Leadership*, 51(1), 30-34.
- Shanker, A. (1993, September). Ninety-two hours. *The Developer*.

Next Steps

NOTES

NOTES

Staff Development As an Innovation

Rationale

The crux of change is how individuals come to grips with the meaning of that change (Fullan, 1991). People must be able to attach personal meaning to new experiences before they can accept what the changes mean to themselves and the organization. Most innovations in schools entail changes in some aspects of educational beliefs, teaching behavior, and use of materials. Individuals must develop meaning in relation to all three. This multidimensional concept of change increases the complexity of planning and implementing effective staff development.

EFFECTIVE ELEMENTARY SCHOOL STAFF DEVELOPMENT IS AN INNOVATION IN ITSELF THAT REQUIRES STUDY OF THE CHANGE PROCESS.

Change through staff development is a process that evolves. One framework for managing change, the Concerns-Based Adoption Model (Hord, Rutherford, Huling-Austin and Hall, 1987), is based on several interrelated principles about change and acknowledges the importance of time. The model predicts that staff members will understand change in primarily operational terms (e.g., How is this going to change the way I teach?) and that teachers will want to focus on the concrete, practical consequences of the change.

Example

A school faculty decides to organize all staff members into study groups consisting of three to six members. These groups are the primary vehicles for ongoing staff development for individuals as well as for building the capacity of the school for continuous change. The study groups study how to make the school better, examine the research on teaching and learning, and focus on how to help students learn more. The study groups meet weekly, individuals have an opportunity to focus on the importance of innovations with their colleagues and to decide how to incorporate the changes in their classrooms.

Outcomes

- The school's staff is organized into study groups to learn about the change process, and about particular innovations.
- Elements of effective staff development are studied and linked to successful outcomes for students.

Discussion Questions

- Discuss prior experiences implementing change.
- Is it necessary to view staff development as an innovation in this school or are its premises currently in place?

References

- Fullan, M. (1991). *The new meaning of educational change*. New York, NY: Teachers College Press.
- Hord, S., Rutherford, W., Huling-Austin, L., and Hall, G. (1987). *Taking charge of change*. Alexandria, VA: Association for Supervision and Curriculum Development.

NEXT STEPS

PROCESS

Organization Development and Systems Thinking

The Change Process: Individual

The Change Process: Organizational

Data-Driven Decision Making

Selecting Staff Development Content

Integration of Innovations

Evaluation of Staff Development

Models of Staff Development

Follow Up

Collaborative Skills

Group Development

Organization Development and Systems Thinking

NOTES

Rationale

Dramatic changes in schools often are expected to result solely from staff development programs intended to help individual teachers and administrators do their jobs more effectively. An important lesson from the past few years, however, has been that success for all students depends upon both the learning of individual school employees and in the organization's capacity to improve itself. Sufficient understanding of organization development theory and practices and of systems thinking is essential to make informed decisions regarding elementary school improvement strategies.

Effective elementary school staff development provides knowledge, skills, and attitudes regarding organization development and systems thinking.

While the knowledge, skills, and attitudes of individuals are ultimately the driving forces of any improvement effort, quality expert W. Edwards Deming estimates that 85% of the barriers to improvement reside in an organization's structure and processes, not in the performance of individuals. For instance, asking teachers to hold higher expectations for students within a system that tracks students pits teachers against the organization in which they work. Organization development theory and systems thinking assert that individual learning and organizational changes must be addressed simultaneously and interdependently so that gains in one area do not cause problems in other parts of the system.

Organization Development

"Organizational development...is a coherent, systematically planned, sustained effort at system self-study and improvement, focusing explicitly on change in formal and informal procedures, processes, norms, or structures, and using concepts of behavioral sciences. The goals of OD are to improve organizational functioning and performance" (Fullan, 1991). A sub-goal of OD is to help schools achieve a sustained capacity for solving their own problems (Schmuck and Runkel, 1988).

The American Society for Training and Development (1988) makes the following distinction between staff development (which it calls human resource development or HRD) and organization development (OD). "HRD focuses on the personal growth of individuals within the organization," ASTD states, "and OD focuses on developing the structures and systems within the organization to improve organizational effectiveness."

Systems Thinking

Systems thinking is based on the premises that systems have identifiable, recurring patterns; that change comes from fixing systems instead of people; and that organizations need to focus on root causes and long-term consequences rather than symptoms of problems and quick fixes. Systems thinkers look for situations of "dynamic complexity" in which "...cause and effect are subtle, and where the effects of interventions over time are not obvious" (Senge, 1990). Because system thinkers understand that structure influences behavior, they look for underlying patterns and ask themselves, "Would anyone put in this situation end up behaving this way?"

Without knowledge of systems thinking, teachers and administrators are likely to suffer from "projectitis" and find that seemingly incomprehensible forces are hindering their improvement efforts. Consequently, decision makers should acquire knowledge and skills related to systemic change through training or participation in other learning experiences such as study groups (Joyce, Wolf, & Calhoun, 1993, and Fullan, 1991).

"Systems thinking is a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static snapshots....Systems thinking offers a language that begins by restructuring how we think" (Senge 68-69).

NOTES

Example

As the leadership team of an elementary school studies various options for improvement, its initial review of the literature reveals that the team must examine and improve organization processes and structures as well as the performance of teachers in the classroom. The committee reads several articles about organization development and selected chapters from *The Handbook of Organization Development in Schools, The New Meaning of Educational Change, The Fifth Discipline,* and *Schools of Quality.* The team decides to focus attention on identifying those key factors that inhibit success for all students. Over time, they identify issues such as inappropriate grading and assessment, too many classroom interruptions, and an antiquated teacher performance evaluation system. They divide into action teams that are charged with the responsibility of establishing positive alternatives to the problems and taking steps necessary to make change.

Outcomes

- The school's improvement plan includes important aspects of organizational effectiveness, such as decision-making processes, communication patterns, and team functioning.
- District and school-level personnel make school improvement decisions based on a thorough understanding of systems thinking and the literature about change.

Discussion Questions

- What is the general knowledge of the staff and the school improvement team regarding systems thinking and organization development theory and practice? Have OD practices been used in previous improvement efforts?
- What resources (e.g., consultants, organizations) exist locally to provide assistance with organization development?
- What examples can be found of situations in which systems thinking would have increased the likelihood of the success in an improvement effort?
- What parts of the existing school and/or district culture support the ongoing learning of teachers, administrators, and other individuals who affect student success, and what barriers exist to that ongoing learning?

References

- American Society for Training and Development. (1988). *Organization development.* Alexandria, VA.
- Asayesh, G. (1993). Using systems thinking to change systems. *Journal of Staff Development,* 14(4), 8-12.
- Bonstingl, J. (1993). *Schools of quality: An introduction to total quality management in education.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Fullan, M. (1991). *The new meaning of educational change.* New York, NY: Teachers College Press.
- Joyce, B., Wolf, J., & Calhoun, E. (1993). *The self-renewing school.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Schmuck, R., & Runkel, P. (1988). *The handbook of organization development in schools.* Prospect Heights, IL: Waveland Press.
- Senge, P. (1990). *The fifth discipline: The art & practice of the learning organization.* New York, NY: Doubleday.
- Senge, P., Roberts, C., Ross, R.B., Smith, B.J., & Klein, A. (1994). *The fifth discipline fieldbook.* New York, NY: Doubleday.

NEXT STEPS

The Change Process: Individual

NOTES

Rationale

Professional development plans too often ignore general principles of human learning and of adult learning. Five guidelines regarding the process of individual change should be considered.

> Effective elementary school staff development is based on knowledge about human learning and development.

1) Adult learning experiences must be based on research and proven practice. All conditions that support professional development derive from this knowledge base. Although staff developers can encourage and even require teachers and administrators to attend staff development programs, they cannot mandate meaningful participation. Motivation for growth and learning comes from an internal desire toward achieving competence and positive feelings of self-worth.

2) Effective staff development fosters educators' confidence in their ability to be successful on the job. Because learning and growth start from within, adult learning is ultimately self-directed. Adults who feel in charge of their own development can make significant gains despite insurmountable obstacles. These gains depend upon learners sharing their expertise and experience. Such sharing also dispels feelings of isolation.

3) Successful professional development increases both independence and collaboration. It combines independent and interdependent learning approaches to facilitate the greatest possible growth.

4) Identifying staff development outcomes is imperative. This produces clear expectations, which in turn improves results. Adults need to know the level of importance, the expected outcomes, and the rationale for recommended changes in their knowledge, attitudes and skills. Adults are motivated by clear and measurable outcomes and ongoing support to sustain interest and ensure positive results.

5) Successful designs for learning require time, resources, and supporting structures. Change doesn't occur overnight, and recognition of the time required to institutionalize change is critical.

The Concerns-Based Adoption Model (CBAM) provides another way of viewing the process of individual change. CBAM is based on the premises that change is a process not an event, that change is accomplished by individuals, that change is a highly personal experience, and that change involves developmental growth (Hord, Rutherford, Huling-Austin, & Hall, 1987). In addition, CBAM identifies seven types of concern that individuals may have as they begin to use a new practice *(see Table 1)*. Different types of assistance can be provided to individuals based on their stage of concern (e.g., teachers with personal concerns may benefit from discussions with others who are already successfully using the techniques, while teachers with management concerns may require classroom coaching on a particular aspect of the practice). Appropriate interventions can accelerate the individual's effective application of innovations.

NOTES

Table 1

CBAM

Stages of Concern	Expressions of Concern	Intervention Example
6 Refocusing	I have some ideas about something that would work even better.	
5 Collaboration	I am concerned about relating what I am doing with what other instructors are doing.	Team planning
4 Consequence	How is my use affecting students?	Analyze student performance Observer provides feedback
3 Management	I seem to be spending all my time in getting material ready.	Observe/talk with teachers who are not experiencing difficulty
2 Personal	How will using it affect me?	One-on-one conversations
1 Informational	I would like to know more about it.	Awareness sessions
0 Awareness	I am not concerned about it (the innovation).	Announcements Meetings

from CBAM Project, Research and Development Center for Teacher Education, The University of Texas at Austin

Example

An elementary school is in the midst of implementing a hands-on approach to mathematics. To determine the next steps for staff development assistance, a team of facilitators asks all staff members to write a paragraph describing challenges regarding the implementation of the program. The team analyzes the responses to determine the stages of concern. The team groups staff members according to the stages (e.g., management of materials, impact on students) and plans interventions to specifically address expressed concerns.

Outcomes

- Consistent attention is given to levels of concern as change is implemented.
- Learning is self-directed and life experiences are tapped as resources.
- The learning climate is collaborative, informal, and respectful.
- Adults are respected and more willing to invest in changes resulting in increased learning for children.

Discussion Questions

- How can the information on CBAM facilitate more successful improvement efforts?
- How do the principles of adult learning compare to the general principles of learning for students?
- How can the five principles be used to strengthen current improvement initiatives?

References

- Bridley, M., Kallick, B., & Kegan, H. (1991). *The staff development manager.* Boston, MA: Allyn and Bacon Publishers.
- Dalellew, T., & Martinez, Y. (1988). Andragogy and development: A search for the meaning of staff development. *Journal of Staff Development.*
- Hord, S., Rutherford, W., Huling-Austin, L., & Hall, G. (1987). *Taking charge of change.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Knowles, M. S. (1986). *Using learning contacts.* San Francisco, CA: Jossey-Bass Publishers.
- Krupp, J. A. (1982). *The adult learner: A unique entity.* Manchester, CT: Adult Development and Learning.
- Levine, S. (1989). *Promoting adult growth in schools.* Boston, MA: Allyn and Bacon Publishers.

THE CHANGE PROCESS: ORGANIZATIONAL

NOTES

Rationale

The three phases of the change process: initiation, implementation and institutionalization, reveal the complexity of change efforts (Fullan, 1991). A key assumption is that change is a process, not an event. During the *initiation* or *readiness* phase, leaders establish a clear need to improve, address the intellectual and psychological aspects of readiness, and assist in the development of a vision and plan. In addition, underlying principles and intended outcomes are clarified.

EFFECTIVE ELEMENTARY SCHOOL STAFF DEVELOPMENT PROVIDES FOR THE THREE PHASES OF THE CHANGE PROCESS: INITIATION, IMPLEMENTATION, AND INSTITUTIONALIZATION.

In the *implementation phase*, plans are put into action to achieve the intended outcomes. This is the phase in which both individuals and the organization change as a result of new learning and follow-up support. Research-based strategies such as coaching, support groups, and study groups help individuals transfer the new practices to the work setting.

During *institutionalization* the new practices are integrated into the school's policies, budgets, and routines. Structures are developed to ensure initiatives are maintained even when new needs and plans arise.

Individuals have different needs during each phase and may be at different phases within the same initiative. The time frame from initiation to institutionalization for moderately complex changes is three to five years; more complex changes, such as making staff development a way of life in schools, may take even longer. Change is not a linear process, but one in which events at one phase can alter decisions made at a previous stage.

Example

In the spring of the school year assessment information is presented to the faculty and the site-based decision-making council. Both groups are disappointed with the student results on the statewide reading and writing assessments. The staff reviews the discussion questions addressing the three stages of change in order to facilitate the development of a long-term improvement plan (see below). As a result, the staff prepares an annual calendar that includes eight training sessions, further disaggregation of student data, dates for study group meetings, and time for joint planning of lessons. The school year begins, and the entire staff develops new knowledge and skills regarding the reading and writing process and the assessment itself. Ongoing support meetings are facilitated by the principal, and teachers meet to discuss what appears to be working and where improvements can be made. The following fall, assessment data are reported. While reading and writing has improved, mathematics has remained at the same level. The staff identifies strategies to ensure continuing improvement in reading and writing performance when attention is turned to mathematics.

Outcomes

- All critical phases of the change process are addressed in the planning of programs.
- School improvement outcomes are achieved.
- Improvements in schools are not lost when attention is turned to new needs and issues.

Discussion Questions

Use the following questions as a guide for planning and supporting change initiatives.

- Initiation and Readiness
  - Is there consensus regarding the need to begin an improvement initiative?
  - Are procedures in place for collecting and interpreting site-specific data for determining and prioritizing needs?
  - Is there a clear, shared vision based on clearly-articulated beliefs?

NOTES

- Is there at least one strong advocate for this initiative at both the district and school levels who influences decision making?
- Is there a knowledge base in place to guarantee the support necessary for research-based decision making?
- What new practices need to be adopted to achieve the school's vision and goals?
- Does the training plan include objectives related to attitude change, skill development, and knowledge acquisition?
- Are there plans to recognize and celebrate improvements and risk taking?

- Implementation
  - Are problem monitoring and solving strategies in place?
  - Are provisions being made for development of theoretical understanding, demonstration of skills, and practice of new skills in training?
  - Are structural or administrative arrangements in place to accommodate study group or learning teams in discussing learnings and facilitating the use of new practices?
  - Are participants aware of the implementation dip (things often get worse before getting better)?
  - Is the principal's role clearly defined?
  - Are district-level support services available?
  - Are expectations for change communicated and monitored?
  - Is the impact on students monitored?

- Institutionalization
  - Is the change embedded in the structure of the organization through policy, budget, and procedures?
  - Have links been established with other key elements of the instructional program?
  - Are transitional strategies in place? Should there be changes in personnel?
  - Are the costs for the ongoing use of the skill/materials/program built into the budget?
  - How are new staff oriented and trained?
  - Are data periodically reviewed to determine what practices need to be discarded, continued, or integrated with new practices and materials?
  - Is responsibility for maintenance shared by teachers and administrators?
  - Has leadership and training capability shifted to internal leaders?

References

- Fullan, M. (1991). *The new meaning of educational change.* New York, NY: Teachers College Press.
- Sparks, D. (1991, December). Understanding the change process: An interview with Michael Fullan. *The Developer.*
- Wood, F. (1989). Organizing and managing school-based staff development. In S. D. Caldwell (Ed.), *Staff development: A handbook of effective practices.* Oxford, OH: National Staff Development Council.

Next Steps

Data-Driven Decision Making

NOTES

Rationale

In order for schools to be successful for all students, student outcome data must be equitably disaggregated. Through a careful and rigorous analysis of student progress a school and district are able to determine whether programs and strategies are meeting the needs of all students.

> Effective elementary school staff development bases priorities on a careful analysis of disaggregated student data regarding goals for student learning.

Student data should be analyzed on the basis of socioeconomic level, race, and gender, among other factors. Such an analysis is critical for helping a staff recognize the need for improvement (Lezotte & Jacoby, 1990).

Lezotte and Bancroft (1985) indicate that assessment should reflect the educational outcomes the school cares most about. Most schools have standardized and/or criterion-referenced tests available. Many have and could access data on other significant figures including drop-out and attendance rates, community attitude, etc. Decisions regarding staff development should begin with an analysis of available data and be aligned with goals for student achievement; staff development content should facilitate the acquisition of skills and knowledge necessary to achieve the goals.

Example

An elementary school accepts the importance of disaggregating data to determine targets for improvement. The school improvement team works through the following process to establish the targets.

1. The team receives a list of all the data that could be accessed to help in the determination of school improvement targets.
   Achievement Data - State tests, community surveys, norm-referenced tests, criterion-referenced tests.
   Other Academic Measures - Demonstration of higher-level thinking skills, retention rate, portfolios, levels of parent involvement, disciplinary records, student profiles in all academic and extracurricular programs.
   Student Affective Data - Student attitude toward school, student enrollment in extracurricular programming, school vandalism costs, learning logs, student journals, attendance rates.
2. The team clarifies its standards for success and the data that will be most useful in measuring them.
3. The team evaluates the current data against the standards for success. The information on each indicator is disaggregated to ensure that all subgroups are equally successful in achieving the standards.
4. The team determines the two or three areas most in need of attention and prepares action plans for improvement. The team conducts a cost/benefit analysis of the actions proposed in the action plans.
5. A process for monitoring the plan is finalized. In this case, the action team chairs will discuss progress and obstacles at monthly meetings of the school improvement team.

Outcomes

- Staff development decisions are based on data regarding valued student outcomes.
- Recognition of the need to improve is increased.
- Accountability measures are established.

Discussion Questions

- What types of data are available to the school/district?
- Are we knowledgeable enough to use the data equitably?
- How will the data be used to guide improvement in student learning?
- What kinds of data are most helpful in determining progress toward student achievement goals?

NOTES

References

- Brookover, W. B., et al (1979). *School social systems and student achievement. Schools can make a difference.* New York, NY: Praeger.
- Edmonds, R. R., & Frederickson, J. R. (1979). *Search for effective schools. The identification and analysis of city schools that are instructionally effective for poor children.* Ed. 170 396.
- Lezotte, L. W., & Bancroft, B. A. (1985). School improvement based on effective schools research: A promising approach for disadvantaged students. *Journal of Negro Education.* 54(3), 301-312.
- Lezotte, L. W., & Jacoby, B. C. (1990). *A guide to the school improvement process based on effective schools research.* Okemos, MI: Effective Schools Products, Inc.

NEXT STEPS

Selecting Staff Development Content

NOTES

Rationale

Of all the staff development decisions made, probably none is more important than selecting initiatives that will pay off in terms of student learning. To justify the time, energy, and money invested, staff development should be research-based and/or proven in practice, be relevant to the site, make sense to the intended user, be compatible with other practices that are currently or will be in use.

> Effective elementary school staff development uses content that has proven value in increasing student learning and development.

An important task for the leaders of an initiative is to adapt content that was proven at another site to make it "fit" their situation. A program composed of several elements may have been proven in part at various sites, but may not have been previously synthesized as a whole, thus creating unique challenges for the leaders. Staff developers should give teachers latitude to invent local solutions that embody central values and principles (Little, 1993). This means that rather than being expected simply to implement the content of a specific staff development initiative, teachers should be given the opportunity to discover the aspects of that content that apply to their teaching context. Specific content may include subject-area knowledge, child development or learning theory, an instructional strategy, a set of instructional skills, a classroom management or counseling technique, or a technological innovation.

Example

To determine its staff development content a school staff:

- Collects, organizes, and analyzes data on student performance and other aspects of school functioning.
- Examines the "gaps" or discrepancies found between what the data indicate and what is desired.
- Describes the discrepancies in clear and concise problem statements. (The problem might be with the scope and sequence of the curriculum, instructional materials, teachers' knowledge of academic content, teaching methods, discipline, internal/external support, and/or assessment.)
- Determines possible causes of the discrepancies.
- Specifies the evidence that would indicate the problem has been solved (desired outcomes).
- Identifies possible staff development content that would address the cause(s) of the problem(s).
- Selects the content that:
  - has the greatest potential for addressing the problem and improving student learning;
  - has support through the implementation and institutionalization phases;
  - has strong advocates at the school and district level; and
  - is supported by needed adjustments in the organizational or administrative structure.

Outcomes

- Research-based content is delivered in staff development.
- Data reveal increased student learning.

Discussion Questions

- What student outcomes are priorities in this school?
- What staff development content would help achieve these outcomes?
- What questions should be asked as we consider various content?
- What evidence would indicate that these outcomes have been achieved?

NOTES

References

- Fullan, M., & Pomfret, M. (1977). Research on curriculum and instruction. *Review of Educational Research, 47*(1), 335-397.
- Fullan, M., Bennett, B., & Rolheiser-Bennett, C. (1990). Linking classroom and school improvement. *Educational Leadership, 47*(8), 13-19.
- Little, J. (1993, Summer). Teachers' professional development in a climate of educational reform. *Education and Policy Analysis,* 129-151.

NEXT STEPS

Integration of Innovations

NOTES

Rationale

New programs are often introduced in schools without any effort to show how they relate to the ones that came before or those that may come afterward. Furthermore, there is seldom any mention of how these various innovations contribute to the mission of the organization or to a professional knowledge base. The result is an enormous overload of fragmented, uncoordinated, and ephemeral attempts at change (Fullan & Miles, 1992).

> Effective elementary school staff development provides a framework for integrating innovations and relating those innovations to the mission of the organization.

Effective professional development efforts include precise descriptions of how different innovations can be integrated. Each new innovation is presented as part of a coherent framework for improvement. It is only when several strategies are carefully and systematically integrated that substantial improvements become possible. And as Doyle (1992), Sarason (1990), and others emphasize, coordinating programs and combining ideas releases great energy during the improvement process.

In recent years researchers have developed several model frameworks for integrating a school's collection of programs or innovations. One framework developed by Marzano, Pickering, and Brandt (1990) is based on various dimensions of learning. Another developed by Guskey (1990) is built around what are considered to be the five major components in the teaching and learning process. Frameworks such as these allow skilled practitioners to see more clearly the linkages between various innovations. They also offer guidance to the efforts of reformers seeking to pull together programs that collectively address the problems that are most pressing in a school or organization.

Example

As part of planning activities, a school's improvement committee analyzes the strengths of several research-based instructional innovations to determine the relationships among them. The committee selects a collection of complementary strategies that relate directly to the school's mission. These strategies are organized in a coherent framework that illustrates their shared purposes in clear and practical ways. When an innovation is introduced to staff members, the committee describes the relationship between the new ideas and other strategies currently in use. Staff members engaged in various implementation activities find ways to coordinate the new practices with other strategies they have found to be successful and then share their results. As implementation efforts continue, data are gathered to determine the effectiveness of each strategy and detect needed refinements.

Outcomes

- Improvement plans include a carefully and thoughtfully designed framework for integrating the innovations to be implemented.
- All implementation efforts include descriptions of how each new innovation relates to other ongoing programs and to the mission of the organization.
- The framework describes how the selected innovations collectively address school priorities.

Discussion Questions

- What collection of research-based innovations best addresses the identified goals in this school?
- What are the relationships among these innovations and how can they be illustrated in ways that make sense to those involved in the improvement process?
- Can a coherent framework be designed to show how these various innovations relate to each other and to the mission of the organization?
- Can this framework be used to guide current improvement efforts and plan future activities?

NOTES

References

- Doyle, D. P. (1992). The challenge, the opportunity. *Phi Delta Kappan, 73*(7), 512-520.
- Fullan, M. G., & Miles, M. B. (1992). Getting reform right: What works and what doesn't. *Phi Delta Kappan, 73*(10), 745-752.
- Guskey, T. R. (1990). Integrating innovations. *Educational Leadership, 47*(5), 11-15.
- Marzano, R. J., Pickering, D. J., & Brandt, R. S. (1990). Integrating instructional programs through dimensions of learning. *Educational Leadership, 47*(5), 17-24.
- Sarason, S. (1990). *The predictable failure of educational reform.* San Francisco, CA: Jossey-Bass, Publishers.

Next Steps

Evaluation of Staff Development

NOTES

Rationale

Evaluations of staff development programs serve two major purposes:

- to inform the staff about the staff development process, and
- to determine the effects of that process.

Because these purposes are closely linked, the information gathered for an evaluation may, and often does, serve both. To do so, however, evaluation must be seen as an ongoing process that is initiated in the earliest stages of program planning and continued beyond program completion.

Effective elementary school staff development programs require an evaluation process that is ongoing, includes multiple sources of information, and focuses on all levels of the organization.

Staff development programs generally seek to impact a wide range of outcomes and affect many constituencies. For this reason, evaluation information should be drawn from multiple sources and should include both quantitative and qualitative data. The type of data gathered should be determined by the nature of the data source and the goals of the program.

All levels of an organization affect staff development programs, therefore, all levels should be included in the evaluation of any staff development effort. Although evaluations should be considerate of the time and energy required from participants, evaluation information should include data on participant outcomes, organizational outcomes, and student outcomes. Evaluation information also should be presented in forms easily understood by all interested parties.

Example

An analysis of the data from a school's student assessment program reveals that many students are performing poorly on problem-solving tasks. A team of teachers, counselors, and administrators meet to consider:

- research-based instructional strategies designed to improve students' problem-solving skills,
- organizational structures that may constrain the development of such skills (tracking practices, poor quality instructional materials, limited class time, etc.), and
- reliable indicators of progress in addressing the problem.

A training program is conducted to familiarize staff members with several strategies and to prepare them for implementation. In addition, information is shared regarding needed organizational changes and steps are taken to enact the change. Throughout the process data are gathered on staff members' perceptions of the training, knowledge gained, degree of implementation, and effects on students. This information is used to guide revisions in implementation and to document improvements. Finally, student assessment data are monitored to evaluate the effectiveness of the steps taken and to plan further improvement initiatives.

Outcomes

- Evaluation is considered an integral part of staff development program planning and implementation.
- Evaluation information is gathered and analyzed on an ongoing basis to direct revisions in the planning and implementation process.
- Evaluations are designed to assess a variety of program outcomes, including: (1) participants' reactions to the program, (2) participants' learning, (3) participants' use of new knowledge and skills, and (4) impact on student outcomes.
- Evaluations tap multiple sources of information, consider all levels of the organization, and convey results in forms easily understood by all interested parties.

NOTES

Discussion Questions

- What information will provide the best evidence on the attainment of program goals?
- What levels of the organization affect the program and are affected by it? What information will offer the best evidence of these effects?
- What are the most efficient and most effective means of gathering this information?
- Will the evaluation information be useful in making ongoing program revisions (formative), in determining the overall effectiveness of the program (summative), or both?

References

- Bloom, B. S., Madaus, G. F., & Hastings, J. T. (1981). *Evaluation to improve learning.* New York, NY: McGraw-Hill.
- Griffin, G. A. (1978). Guidelines for evaluation of staff development programs. In A. Lieberman & L. Miller (Eds.), *Staff development: New demands, new realities, new perspectives.* New York, NY: Teachers College Press.
- Guskey, T. R., & Sparks, D. (1991). What to consider when evaluating staff development. *Educational Leadership. 49*(3), 73-76.
- Loucks-Horsley, S., Harding, C. K., Arbuckle, M. A., Murray, L. B., Dubea, C., & Williams, M. K. (1987). *Continuing to learn: A guidebook for teacher development.* Andover, MA: Regional Laboratory for Educational Improvement of the Northeast and Islands.

NEXT STEPS

Models of Staff Development

NOTES

Rationale

The growth of staff development programs in recent years has resulted from a belief that these programs are necessary to increase student achievement. A growing body of research on the effectiveness of staff development programs has identified the characteristics of productive programs. The characteristics include:

- Connectedness to school settings and to schoolwide efforts
- Involvement of teachers as planners
- Providing choice and differentiated learning opportunities
- Use of demonstration, supervised practice, and feedback as a part of training
- Ongoing assistance and support

> Effective elementary school staff development uses a variety of staff development approaches to accomplish the goals of improving instruction and student success.

Although there are many ways in which educators may learn, training continues to be the dominant model. In many districts, training equals staff development. Recently, descriptions of differentiated models of staff development were provided to demonstrate that there are many ways to improve job-related knowledge, skills, or attitudes (Sparks and Loucks-Horsley, 1990). Five models are offered as useful methods for accomplishing the goals of staff development.

- *Individually-Guided Staff Development:* The learner designs learning activities. One of the assumptions of this model is that individuals are motivated by being able to select their own learning goals and means for accomplishing those goals. One belief which undergirds this model is that self-directed development empowers teachers to address their own problems and by doing so, creates a sense of professionalism.
- *Observation/Assessment:* Instructional practices are improved through classroom observation and feedback. Having someone else in the classroom to view instruction and give feedback or provide reflection is a powerful way to impact classroom behavior. This model uses colleagues or other personnel to act as another set of "eyes and ears" for the teacher. Opportunities for analysis and reflection on professional practice are available in this format.
- *Involvement in a Development/Improvement Process:* Systematic school improvement processes typically involve assessing current practices and determining a problem whose solution will improve student outcomes. The solution might include developing curriculum, designing programs, or changing classroom practice. New skills or knowledge may be required which can be accomplished through reading, discussion, observation, training, and experimentation. Consequently, involvement in the improvement process can result in many new skills, attitudes, and behaviors.
- *Training:* A training design includes the selection of objectives, learning activities, and outcomes. Usually the outcomes involve awareness, knowledge, or skill development, but changes in attitude, transfer of training, and "executive control" need to be included as well. The improvement of teachers' thinking should be a critical outcome of any training program. The most effective training programs include exploration of theory, demonstrations of practice, supervised trial of new skills with feedback on performance, and coaching within the workplace.
- *Inquiry:* Teachers formulate questions about their own practice and pursue objective answers to those questions. Inquiry involves the identification of a problem, data collection (from research literature and classroom data), data analysis, and changes in practice with additional data collection. The inquiry can be done individually or in small groups. This model is built on a belief that the mark of a professional teacher is the ability to take "reflective action."

NOTES

Another approach to provide variety in staff development is the use of technology to allow individuals or small groups to create staff development opportunities to meet their unique needs. For instance, video cameras can be used to promote self-assessment and/or peer coaching. Electronic networking services provide rich databases for educators, and electronic mail can connect teachers and administrators with colleagues as they seek answers to instructional or school improvement questions. Teachers can use staff development videotapes as awareness-building activities or to improve their knowledge and skills. Cable television and teleconferences can be tapped electronically to bring educational experts into the school. Videos and cable programs can even be viewed in the evening in one's home.

Example

An elementary school staff decides to eliminate tracking. The teachers know this will require different instructional practices. One teaching team considers the "five models" and decides to conduct action research on how to address the diverse needs of students in a heterogeneous setting. First team members locate research through an electronic data base on the topic of the heterogeneous classroom and descriptions of actual classroom practice. When the team assembles the articles, members divide the readings and share what they read with the rest of the group. The background work identifies that differentiated curriculum and instructional practices will be necessary to meet student needs. The group develops differentiated lessons for the same outcome and tries those lessons in their classrooms. They continue to research other instructional practices which might be useful in the heterogeneous classroom.

Outcomes

- Various forms of staff development are used.
- Adults are provided options for achieving staff development outcomes.
- As training is used, it includes theory, demonstration, practice, feedback, and coaching.
- Ongoing, job-embedded staff development is a typical activity in the school.

Discussion Questions

- What conditions in the school/district would hinder or facilitate the use of these five models?
- Using a current school improvement goal, discuss how each of the five models could be used in its attainment.

References

- Loucks-Horsley, S., Harding, C., Arbuckle, M., Murray, L., Dubea, C., & Williams, M. (1987). *Continuing to learn: A guidebook for teacher development.* Andover, MA: Regional Laboratory for Educational Improvement of the Northeast and Islands and National Staff Development Council.
- Sparks, D., & Loucks-Horsley, S. (1990). *Five models of staff development.* Oxford, OH: National Staff Development Council.

NEXT STEPS

Follow Up

NOTES

Rationale

Too many educators still believe that teacher behavior can be changed with "one-shot" workshops. When efforts cease following training workshops, 90% of the investment in the improvement of instruction is lost (Joyce and Showers, 1988). In fact, Joyce and Showers indicate that it may take up to 20 follow-up and coaching sessions to ensure the successful implementation of a particular teaching strategy.

EFFECTIVE ELEMENTARY SCHOOL STAFF DEVELOPMENT PROVIDES THE FOLLOW UP NECESSARY TO ENSURE IMPROVEMENT.

Options for follow up include peer coaching, collegial support groups, mentoring, study groups, and audiotaping or videotaping learners. Follow-up strategies enable teachers to focus on the new skills and their impact on students.

Follow up must be planned and adequately funded. Some experts believe that 50% of the resources set aside for staff development initiatives should be directed at follow up.

Relationship Between Levels of Impact and Components of Training

Levels of Impact/ Components of Training	Awareness Plus Concept Understanding	Skill Attainment	Application/ Problem Solving
Presentation of theory	85%	15%	5 - 10%
Modeling	85%	18%	5 - 10%
Practice and low risk feedback	85%	80%	10 - 15%
Coaching Study teams Peer visits	90%	90%	80 - 90%

Adapted from the research of Bruce Joyce

Example

An elementary school staff has completed a three-day cooperative learning training program. Two additional days of training are scheduled for three months later. Considerable planning has taken place to ensure all staff members receive the support they need to be successful in their implementation of this practice. The follow-up plan requires all members of the faculty participate and continue their study of cooperative learning on study teams. The plan outlines expectations that each teacher be observed by a member of the study team at least twice before the next training session. Optional follow-up opportunities include videotaping and audiotaping lessons, inviting the principal to observe and provide feedback, participating on an action research team, and revising curriculum.

Outcomes

- Desired changes in on-the-job behavior improve student performance.
- The ability of staff members to analyze and self-correct their performance improves.
- Teachers use appropriate research-based strategies in their classrooms.

Discussion Questions

- What training has been provided in the past few years? Was an adequate amount of follow up provided?
- What follow-up models have been used?
- What other models could be built into the system?

References

- Fullan, M. (1991). *The new meaning of education change.* New York, NY: Teachers College Press.

NOTES

- Guskey, T.R. (1985). Staff development and teacher change. *Educational Leadership*. 43 (7), 57-60.
- Joyce, B. (Ed.). (1990). *Changing school culture through staff development*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Joyce, B., & Showers, B. (1988). *Student achievement through staff development*. White Plains, NY: Longman Press.

Next Steps

Collaborative Skills

NOTES

Rationale

All current school restructuring programs have called for a deeper and more meaningful involvement of staff members in decision making. By empowering faculty to make decisions, it is reasoned, teachers will be better able to meet the needs of their students and will have greater ownership of proposed school improvement activities. Decentralization of decision-making authority has been a major focus of most school restructuring efforts. Site-based management, shared governance and teacher empowerment are all efforts to engage stakeholders (teachers, parents, and students) in the continued development and improvement of the school. Leadership teams, instructional councils, and advisory committees demonstrate this collaborative model, which requires new skills for both teachers and principals.

> Effective elementary-school staff development requires staff members to learn and apply collaborative skills to conduct meetings, make shared decisions, solve problems, and work collegially.

Making joint decisions with colleagues and administration is a dramatic change for most educators. Without development of new collaborative strategies and techniques, roles and relationships will remain the same. Unfortunately, participation has been viewed as an end rather than a means for accomplishing better outcomes for students. In addition, teachers and administration have little in their background to prepare them for this kind of democratic decision making (Bradley and Olsen, 1993).

Principals and other staff members need training in facilitation skills to ensure productive meetings. Facilitation requires the orchestration of open, honest discussion in a safe and respectful setting. Facilitation includes choosing from a variety of tools and strategies to ensure everyone is actively engaged in making decisions. To accomplish this task, a sense of community must be created so that respectful listening, honoring various perspectives, sharing, trusting, risk-taking, and disclosing are consistent behaviors.

Administration and faculty also need training in problem-solving strategies, consensus seeking, conflict management, data analysis, and the evaluation and monitoring of work. Further, the school culture must support active faculty participation.

Example

The new principal of an elementary school forms a School Improvement Council as a vehicle for participatory leadership and decision making. The Council meets each month after school and has as its regular members the principal, the assistant principal, grade-level chairs, a guidance counselor, a representative from the special education program, one parent from each grade level (elected by parents), and two students.

Prior to this appointment the principal receives extensive training on collaborative leadership, including meeting planning, group processes, consensus building, and conflict resolution. During the first three Council meetings, the principal uses a portion of each session to train committee members in these processes. The principal and the Council also discuss at length those issues over which the Council will have authority. These include developing a school mission statement and goals, approving a school improvement plan, approving expenditures within an identified school improvement budget, and evaluating the school's progress in achieving its mission and goals. A tentative agenda for each meeting is distributed to all Council members and posted on the teachers' bulletin board so that Council members and other staff can suggest items for discussion.

NOTES

Outcomes

- The staff owns and is committed to new programs and activities.
- The Council focuses decisions on instruction and student learning.
- A variety of readiness and professional development activities occur at each school site rather than uniform activities throughout a system.
- Faculty and administration develop the skills to work collaboratively.

Discussion Questions

- What is the school's philosophy regarding shared decision making?
- What skills do the principal, staff, parents, students, and others need to have to work collaboratively?
- How will the effectiveness of a leadership team be evaluated?

References

- Bradley, A., & Olsen, L. (1993). The balance of power. *Education Week*, 9-14.
- Lieberman, A., & Miller, L. (1984). *Teachers, their world, and their work: Implications for school improvement.* Alexandria, VA: Association for Supervision and Curriculum Development.
- National Association of Secondary School Principals (1992). *Developing school leaders: A call for collaborating.* Reston, VA: National Association of Secondary School Principals.
- Scott, J., & Smith, M. (1987). *From isolation to collaboration: Improving the work environment of teaching.* Oregon: North Central Regional Education Laboratory and ERIC Clearinghouse on Educational Management, University of Oregon.
- Valentine, J., Clark, D., Irvin, J., Keefe, J., & Melton, G. (1993). *Leadership in middle level education, 1.* Reston, VA: National Association of Secondary School Principals.

NEXT STEPS

Group Development

NOTES

Rationale

The isolation of one teacher in one classroom is an enduring reality in a majority of schools. Yet, the changes needed in most schools require that teachers work together in the classroom, in preparation of curriculum and learning materials and in supporting changes in instructional practice.

> Effective elementary school staff development requires knowledge and use of the stages of group development to build effective, productive, collegial teams.

Learning to work with others does not occur merely by being placed on a team, especially when working alone has been the norm. Training in team building can increase a group's ability to work together more effectively. Group productivity takes time–teams will not become effective overnight. Groups typically go through four phases of development: forming, storming, norming, and performing (Tuckman, 1965 in Johnson and Johnson, 1982). Groups may spend different amounts of time at each stage and may move through them in a different sequence, yet each group will experience each stage. It is helpful for group members to know about this journey and learn skills to facilitate movement to the next stage.

Forming: When groups are first created, there are a number of needs and questions which occur. Group members at this stage may have high expectations and anxiety about where they fit. Members might test the situation and the central figures, yet be dependent on authority to create a structure. The tasks of this stage include providing orientation, creating structure, defining goals, direction, and roles, and defining tasks and needed skills. The issues involved in this stage are inclusion and trust.

Storming: In this stage, groups rebel against each other and against authority. Members may feel disappointed with the discrepancy between hopes and reality and with the dependence on authority. They can feel angry about goals, tasks, and action plans, and may feel incompetent and confused. Group members can also compete for power and attention with other members. The tasks of this stage are to develop skills needed for the actions; refine goals, roles and responsibilities; and learn to work together. The issues involved at this stage are power, control, and conflict.

Norming: If groups have the necessary skills to resolve the issues of the storming stage, they arrive at this stage. At this point, dissatisfaction decreases, and harmony, trust, support, and respect develop. Group members have more confidence and self-esteem, are more open, and provide more feedback. There is a sense of responsibility and control, and operating procedures are established. Here the tasks are to deepen skills and understandings, increase productivity, evaluate critically and constructively, and examine team functioning. The issues involve relinquishing control of the leader, continued confrontation of conflict, and the avoidance of "group think."

Performing: This stage results in a highly productive group and is usually the last stage. Group members work collaboratively and interdependently, show confidence in accomplishing tasks, share leadership responsibilities, and perform at high levels. Tasks include a focus on work completion, dealing immediately and directly with interpersonal/group issues, continuing to deepen knowledge/skills, and making efficient use of time.

Example

Curriculum writing teams are created so that instructional units will demonstrate connections of key concepts. Team leaders are provided with a training session and reading materials on the stages of group development. Together the team leaders create an agenda for the first meeting of the team which provides an orientation to thematic teaching and clarifies goals, tasks, and expectations.

NOTES

The first meeting of the teams involves discussion of what thematic teaching will look like in each team. Group members also talk about what they feel are the most important concepts of the disciplines and what is most important to them about teaching. Time is given for each team to develop its own mission statement which focuses on student outcomes. Each team develops a set of goals and action plans for working together for the year. *(Forming)*

Several months later, the teams review and revise their first thematic units. Two teachers feel that the movement away from specific discipline-based knowledge is a mistake and argue that there is important information being lost in this new approach. The remainder of the team is silent but feels that the others are being resistant to the new concept. The meeting ends in a stalemate. A member from another team joins the group at the next meeting to help resolve the conflict. After reviewing the mission statement and goals, a problem solving format is introduced to identify all the benefits and cautions of an thematic unit design. The team decides that each member needs to create a master list of critical concepts that their students are expected to learn and demonstrate. The team decides to use the concept list in developing units. *(Storming)*

At the end of the year, the team meets to share student results and reactions to the units and their implementation. Based on the reflections and evaluations, the team lists effective components and brainstorms alternative strategies and techniques. A set of guidelines is developed for unit development, and work plans, schedules, and timelines for new units were determined. All members feel they can bring up any topic and there will be a respectful discussion of any issue. *(Norming)*

The following year the team starts with another group assessment. Group members express a need to learn how to criticize ideas, not people, and be more deliberate about the process of working together. They ask another staff member to help them develop these skills. The team debriefs their meetings once a week. By the spring of the second year, the team has established a rhythm to their work so that team meetings are productive while allowing time for celebrating classroom successes and sharing personal anecdotes. *(Performing)*

Outcomes

- Highly productive teams practice effective interpersonal skills.
- Attention is paid to the development of group/interpersonal skills, not just to tasks which need to be completed.
- Training and skill development occur to increase trust, communication, and conflict management skills.

Discussion Questions

- What staff members need to know the stages of group development? What are the benefits and cautions of each stage?
- How do individual schools or teams currently deal with conflict? What conditions or behaviors will be necessary so that conflict can be used productively?
- Because teams will take a long time to develop, what could a team do in the next 48 hours to begin to work differently with each other?

References

- Carew, D., & Parisi-Carew, E. (1990). *Building high performing teams.* Escondido, CA: Blanchard Training and Development.
- Doyle, M., & Straus, D. (1976). *How to make meetings work.* New York, NY: Jove Books.
- Johnson, D., & Johnson, F. (1982). *Joining together: Group theory and group skills.* New York, NY: Prentice-Hall.
- Miles, M. (1981). *Learning to work in a group. A practical guide for members and trainers.* New York, NY: Teachers College Press.

CONTENT

Childhood and Pre-Adolescent Development

Classroom Management

Diversity

Interdisciplinary Curriculum

Research-Based Instructional Strategies

High Expectations

Family Involvement

Student Performance Assessment

Childhood and Pre-Adolescent Development

NOTES

Rationale

Developmentally-appropriate practices are curriculum, assessment, and instructional processes that reflect what is known about how children and adolescents develop and learn (Bredekamp, 1987). Such practices contribute to healthy development and help students reach their full potentials as productive members of a democratic society. The appropriateness of many elementary school practices has come under increased scrutiny as more children are found unready for kindergarten, are retained during the primary grades, or fail to make adequate progress (Shepard and Smith, 1988). Disproportionate numbers of children from low income families and members of diverse cultural groups are struggling and failing during the critical early years of school (Alexander and Entwisle, 1988).

> Effective elementary school staff development increases administrators' and teachers' understanding of how to provide school environments and instruction that are responsive to the developmental needs of children in grades pre kindergarten through six.

Concern about developmentally-appropriate practice is not limited to the early grades, however. *The Turning Points* report (1989) from the Carnegie Council on Adolescent Development reveals a "volatile mismatch" between the developmental needs of young adolescents and prominent school structures and instructional practices. This mismatch often leads to alienation from school and an increased dropout rate.

Effective staff development that addresses child and early adolescent development is necessary to provide a unified school philosophy based on current knowledge of the unique needs of the age group served. Educators who understand the physical, intellectual, and socio-emotional needs of children and young adolescents and who have learned how to provide instruction that corresponds to those needs contribute to their students' social and academic achievement. They lose less instructional time dealing with discipline, create school environments that support individualized instruction, and create communities of learners that build relationships among children and adults. Schools that strive to meet the needs of each child are committed to the belief that teachers must be cognizant of the "whole child" (Katz and Chard, 1989). Such schools enable children to learn important content, not in isolation, but with an integrated focus emphasizing the intellectual, social, emotional, and physical development of each child.

Example

The school improvement committee reviews the data on primary grade retention and assignment to special education, finding that disproportionate numbers of males are represented, a trend that they also find evident in poor grades and behavior problems of young adolescent males. Committee members research the topic to collect information and review with faculty their expectations for behavior at various levels. They find that many teachers' expectations do not reflect knowledge of child and adolescent development. For example, young children are being forced to sit still and attend to paperwork for long periods of time, causing too many children to be judged as having behavior problems. From their research, committee members develop the following matrix to use with staff, leaving the fourth column open to elicit final decisions from staff.

NOTES

Characteristic	Description	Teaching Strategy	Recommend:
Intellectual	Preoperational=>Concrete	Direct experiences, manipulatives, play	
	Social construction of knowledge knowledge	Cooperative learning; projects projects	
	Increasing understanding of cause and effect	Real problems to solve	
	Expanding understanding and use of language for thinking and learning	Group discussion, small group work	
	From emergent literacy to reading for meaning and writing for communication	Journal writing; trade books books with relevant stories	
Socio-emotional	May show intense emotions	Opportunities for expressing emotions through art, music, physical experiences	
	Learning to cooperate; developing friendships, often same sex	Cooperative learning; self-selected groups	
	Feelings of independence, but may be anxious with new situations, people	Real projects, meaningful work Consistent adults (not departmentalized)	
	Sensitive to criticism of peers	Minimize competition, comparison	
Physical	Rate of growth may slow; large muscles more developed than small	Active learning	
	Developing fine motor skills (writing tools); eye-hand coordination	Opportunities for motor skills practice without expectation of mastery	
	Tire from sitting rather than running	Flexible environment, varied materials	
	Usually enthusiastic for physical activity (may be noisy or aggressive)	Outdoor play daily; much group discussion	
	May show more daring leading to accidents	Adult supervision	

Outcomes

- Readiness for school improvement increases as educators see the discrepancy between the needs of children and the school's current practices.
- Teachers and administrators develop more appropriate expectations for children's and adolescents' behavior and more positive views of the various age groups.
- Teachers adopt new programs and instructional strategies that are more developmentally appropriate and effective.

Discussion Questions

- What is needed to effectively change or modify curriculum and instruction to better reflect the developmental needs of children and young adolescence?
- How does the understanding of child and adolescent development relate to other staff development initiatives in the school?

References

- Bredekamp, S. (Ed.) (1987). *Developmentally appropriate practice in early childhood programs serving children from birth through age eight.* (Expanded edition). Washington, DC: National Association for the Education of Young Children.
- Carnegie Council on Adolescent Development. (1989). *Turning points: Preparing American youth for the 21st century.* New York: Carnegie Corporation.
- Eccles, J. S., & Midgley, C. (1989). Stage-environment fit: Developmentally-appropriate classrooms for young adolescents. In C. Ames and R. Ames (Eds.), *Research on Motivation in Education, 3.* New York: Academic Press.
- Katz, L. & Chard, S. (1989). *Engaging children's minds: The project approach.* Norwood, NJ: Ablex.

Classroom Management

NOTES

Rationale

One of the elementary teacher's most important responsibilities is to manage the classroom effectively in order to maximize student learning. The amount of time spent in direct academic instruction is significantly and consistently related to academic achievement. Effective classroom management procedures influence directly the amount of time devoted to instruction and, therefore, positively affect student achievement (Johnston and Markle, 1986). Good classroom management does not just happen but exists because effective teachers have a very clear idea of the types of classroom conditions and student behaviors that provide good learning environments. And, it occurs because these teachers work hard to produce such behaviors and conditions (Emmer and Evertson, 1984). Therefore, a key to effective classroom management is good planning. Effective elementary school teachers are proactive in their view of classroom management. Rather than establishing a long list of consequences for student misconduct, their efforts focus on management strategies which prevent such misconduct. The most effective classroom managers are distinguished by their success in preventing problems from occurring rather than by the skills necessary for dealing with problems when they occur (Emmer and Evertson).

EFFECTIVE ELEMENTARY SCHOOL STAFF DEVELOPMENT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF SCHOOL AND CLASSROOM-BASED MANAGEMENT WHICH MAXIMIZE STUDENT LEARNING.

Classroom management has always been a concern of teachers and principals. It is often a determining factor in evaluating teacher effectiveness. Unfortunately, many teacher training programs do not address classroom management in a comprehensive way. Those that do address these issues too often do so in a very narrow way, providing teachers with a "quick fix" "one size fits all" formula. Teachers learn a formula for identifying classroom rules and consequences without considering individual student differences or school philosophy.

A teacher must possess a knowledge of the causative factors of student misconduct and make an effort to recognize the uniqueness of each child and situation. This understanding also requires continuous reflection on the match between instruction and the developmental level of each child. Misbehavior is often a result of disharmony between the two and may occur all along the spectrum of student ability and performance.

Example

The teachers and principal of an elementary school identify classroom management and schoolwide behavior problems as a concern. They recognize that teachers cannot teach effectively and students cannot learn when classrooms are disrupted by inappropriate behavior. Their first step is to request that the School Improvement Team address student behavior as a school improvement priority.

Team members representing all segments of the school community begin collecting data from teachers, students, parents, as well as school records. Team members review current research and visit other schools to observe the success of various school-wide and classroom management strategies. Selected team members also observe teachers recognized as successful classroom managers and meet with them to clarify their observations.

The team formulates a schoolwide plan beginning with the development of a mission statement and philosophy which guides them through the rest of the process. The committee chooses to focus on the implementation of peer mediation as a school-wide strategy. The completed plan is presented to the entire staff for input. Suggestions are incorporated into the revised edition which the school then adopts. Evaluation of the new plan is conducted periodically by team members. Overall, teachers rate the program a success.

NOTES

Outcomes

- Academic learning time increases.
- A staff development program enhances teachers' repertoire of classroom management techniques.
- Teachers implement effective classroom management approaches.
- Teachers develop the ability to respond to the uniqueness of each child and each situation.
- Students' self-esteem is increased by their subsequent success in the classroom.

Discussion Questions

- Is classroom management an individual or school need? Is there a school-wide management plan in place? How can it be improved?
- What is the level of knowledge concerning the range of classroom management and discipline strategies available?
- What resources (e.g., time, information, expert assistance) are required to develop a school-wide plan and to assist teachers in developing their own classroom management programs?

References

- Brophy, J. (1979). Teacher behavior and its effects. *Journal of Educational Psychology, 71*(6), 733-750.
- Cohen, A. (1993). A new educational paradigm. *Phi Delta Kappan, 74*(10), 791-795.
- Curwin, R., & Mendler, A. (1988). *Discipline with dignity.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Emmer, E., Evertson, C., & Anderson, L. (1980). Effective management at the beginning of the school year. *Elementary School Journal, 80,* 219-231.
- Evertson, C., Emmer, E., Clements, B., Sanford, J., & Worsham, M. (1984). *Classroom management for elementary teachers.* Englewood Cliffs, NJ: Prentice-Hall.
- Glasser, W. (1984). *Control theory in the classroom.* New York, NY: Harper & Row.
- Good, T. (1979). Teacher effectiveness in the elementary school: What we know about it now. *Journal of Teacher Education, 30,* 52-64.
- Kounin, J. (1970). *Discipline and group management in classrooms.* New York, NY: Holt, Rinehart & Winston.

Next Steps

Diversity

NOTES

Rationale

Schools are responsible for helping all students succeed in a global community by providing them with a basic understanding of the diversity that has been a source of this nation's creativity and strength. All educators need the opportunity to develop the knowledge, skills and dispositions that enable them to promote learning for all students regardless of race, gender, ethnicity, special needs or language differences. Effective staff development offers educators research-based methodologies to facilitate success for all children in a mainstream classroom. Diversity in education means adopting an approach that respects and celebrates a variety of perspectives.

> Effective elementary school staff development addresses diversity by providing awareness and training related to the knowledge, skills, and behaviors needed to ensure that an equitable and quality education is provided to all students.

In addition, it is important that elementary school educators recognize that everyone has contributed to world development and the flow of knowledge and information, and that most human achievements are the result of interactive efforts. Without an understanding of diversity, students remain essentially ignorant of the contributions of a major portion of the world's people. This understanding is thus a fundamental necessity for anyone who wishes to achieve competency in a global society (Asante, 1990).

Banks (1992) argues that diversity in education is not about dividing a united nation, but about uniting a deeply divided nation and giving voice to the voiceless. Others (Comer, 1980 and 1988; Erickson, 1987) stress the cultural differences that exist between children of diverse populations and the mainstream culture. Staff development must provide strategies for teachers to strengthen their own and their students' abilities to recognize, value, and communicate differences.

Example

A staff development initiative paves the way for concerned educators to come together to discuss the importance of understanding diversity and its various manifestations in education. The initial meeting led to a series of "Indaba Salons." *Indaba* is a Zulu word meaning intense discussion. The word *salon* is French for drawing room. The term "Indaba Salons" is used to describe a wide range of ways groups can interact in spirited discussions (Salon-keeper's Companion, 1989). The salons take place over a six-month period and focus on exploring issues concerning diversity in education. The salons begin at 4:00 PM with light refreshments and continue until about 8:00 PM. During this time, a facilitator presents a major issue and then allows the group of educators to divide into smaller groups for more intense discussion. The process allows participants, through in-depth study and discussion, to define concepts based on the new knowledge they have received. The major outcomes of the salons are the development of a set of principles for reviewing written information in textbooks and curriculum guides and the development of summary guides that document the major salon presentations. Curriculum development to ensure the provision of equitable and quality education for all children follows.

Outcomes

- Educators' behaviors reflect an understanding of and respect for diversity in education.
- Effective strategies to engage diverse learners and learning styles in the instructional process are identified.
- All students show success in learning.

NOTES

Discussion Questions

- What is the benefit of developing an increased awareness of diversity?
- What are the academic and non-academic benefits for students when more diverse cultural examples are used in instruction?
- What are our staff development needs with regard to all kinds of diversity?

References

- Asante, M. K. (1991). The Afrocentric idea in education. *Journal of Negro Education. 60* (2).
- Banks, J. A. (1992). It's up to us. *Teaching Tolerance. 1* (2).
- Comer, J. P. (1980). *School power: Implications of an intervention project.* New York, NY: The Free Press.
- Comer, J. P. (1988). The education of inner-city children. *Grants, 3* (1), 20-27.
- Erickson, F. (1986). Qualitative methods in research on teaching. In M.C. Wittrock (Ed.) *Handbook of Research on Teaching* (3rd ed.). New York, NY: Macmillan.
- Erickson, F. (1987). Transformation and school success: The politics and culture of educational achievement. *Anthropology & Education Quarterly, 18*(4), 335-356.
- Neufeld, B. (1990). *Better schooling for the children of poverty: Alternatives to conventional wisdom, (Vol. 2).* Washington, D.C.: U. S. Department of Education.
- Utne Reader Neighbor Salon Association. (1992). *The salon-keeper's companion.* Minneapolis, MN: Lens Publishing Company, Inc.

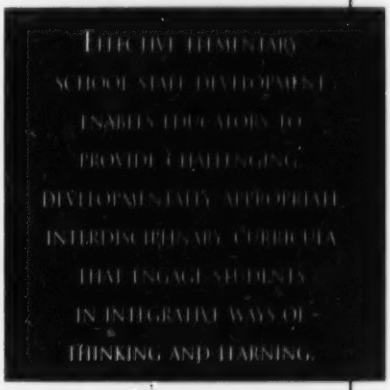
NEXT STEPS

Interdisciplinary Curriculum

NOTES

Rationale

Interdisciplinary instruction is a concept which appeals to many educators because it mirrors the real world where disciplines are not encountered separately or for specific lengths of time. It reduces the fragmentation of the students' day and enables teachers to develop curriculum around a problem, theme, or project which interests students. To help teachers move from teaching separate disciplines to establishing linkages, Jacobs (1989) recommends a continuum of options. At one end of the scale are parallel disciplines; teachers simply sequence their lessons to correspond to other discipline lessons. Next on the continuum is a multidisciplinary curriculum. This design occurs when a theme is selected and disciplines which can be taught within the theme are targeted. Interdisciplinary units/courses which bring together the full range of disciplines in the curriculum are the next approach. At the other end of the scale are comprehensive programs such as the integrated day.



Gardner, who is well known for his work on multiple intelligences, advocates teaching for understanding both within the disciplines and across the disciplines as a means to help students answer generative questions and develop personal knowledge (Gardner and Boix-Mansilla, 1994). In addition, performance evaluation, as described by Marzano, Pickering, and McTighe (1993), requires students to perform tasks which are interdisciplinary and linked to the world outside school.

Example

An elementary school faculty decides to integrate the curriculum around broad-based themes which support the new state curriculum frameworks. They also want to measure student learning through performance tasks. In the past the faculty divided the day into 50-minute blocks of time, used basals, and assessed student achievement through textbook tests. The recent adoption of a whole-language approach has enabled the faculty to use trade books that support concepts in science and social studies. The school's curriculum leadership team meets and reviews the literature on interdisciplinary curriculum and performance assessment. They read pertinent articles, attend workshops, and visit neighboring schools that are implementing an interdisciplinary curriculum. At staff meetings, they present their findings and survey the staff's knowledge and skills about interdisciplinary curriculum.

At a retreat, the staff reviews the results of the surveys and decides to develop a two-year plan for an interdisciplinary curriculum model. They divide into grade-level teams to select broad themes that every curriculum covers and are addressed in the state's frameworks. The guidance/special education, media/technology, and arts teams meet with each grade-level team to discuss cognitive and attitudinal outcomes. The grade-level teams meet throughout the summer to develop the interdisciplinary curriculum within the guidelines of the state's frameworks and to order materials and supplies. The guidance/special education, media/technology, and arts teams develop a schedule built around the grade-level themes. During the second year, staff development focuses on writing performance measures. They continue to refine their themes, focusing on developing a culminating activity for each theme which students can present to parents and other students.

Outcomes

- Academic understanding is strengthened within a curriculum and connections are drawn across curriculum.
- A schedule is developed which supports an interdisciplinary curriculum and reduces fragmentation of the students' day.

NOTES

- Students learn to think in an integrated manner and to assess their own performance.
- Teachers engage in frequent and in-depth professional dialogue about interdisciplinary curriculum.

Discussion Questions

- What are the curriculum goals for students? What are the options for achieving them?
- What approaches to curriculum development are favored?
- How could an interdisciplinary curriculum reduce fragmentation of the students' learning?

References

- Gardner, H., & Boix-Mansilla, V. (1993). Teaching for understanding-within and across the disciplines. *Educational Leadership, 51*(5), 14-18.
- Jacobs, H. (1989). *Interdisciplinary curriculum: Design and implementation.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., Pickering, D. J., & McTighe, J. (1993). *Assessing student outcomes: Performance assessment using the dimensions of learning model.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Perkins, D., & Blythe, T. (1994). Putting understanding up front. *Educational Leadership, 51*(5), 4-7.

NEXT STEPS

Research-Based Instructional Strategies

NOTES

Rationale

Staff development should enable teachers to appropriately use a variety of approaches to instruction, comprehend underlying instructional theories, and understand relevant research. Many powerful research-based teaching strategies exist to bring about particular kinds of learning and to help students become more effective learners. Educators need to be able to identify these strategies and to select the ones most appropriate for students.

> Effective elementary school staff development prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and their students.

Teaching strategies are really learning strategies. As teachers help students acquire information, ideas, skills, values, ways of thinking, and means of expressing themselves, they help them learn. How teaching is conducted has a large impact on students' abilities to educate themselves (Joyce, 1993). Student improvement most often occurs when curricula and instructional initiatives become an integrated whole, supporting and complementing each other.

Example

An elementary school faculty reaches consensus on a whole-school staff development effort that has as its content five teaching and learning strategies that will be implemented across all grade levels and in all curriculum areas. The training takes place continuously over a period of several years. To support high levels of implementation, all faculty members form groups of no more than six. These study groups meet weekly throughout the school year to design lessons, conduct demonstration lessons, study effective teaching methods, and track effects of the strategies on students. The five strategies are:

- Cooperative learning, that organizes students into groups of learners who work together over a wide range of learning tasks to master academic content.
- Inductive teaching, that addresses ways of presenting information to students and teaching them to form categories, build concepts, and organize information.
- Concept attainment, that includes procedures for teaching concepts directly by searching for and listing attributes that can be used to distinguish exemplars from nonexemplars of various categories.
- Mnemonics, that assist students in learning and retaining new information and concepts.
- Synectics, that stimulate creative thinking and problem solving.

Outcomes

- Staff development includes instruction in, demonstration of, initial practice with, and follow-up support for using a variety of research-based instructional strategies.
- Within a teaching period, teachers appropriately use more than one research-based teaching strategies.
- The number of students attaining instructional outcomes is increased.

Discussion Questions

- What research-based instructional strategies will help this school reach its objectives for students?
- What teaching techniques are most often used in this school? What is the research base for these techniques?

References

- Brophy, J. (1979). Teacher behavior and its effects. *Journal of Educational Psychology, 71*(6), 733-750.
- Joyce, B., Weil, M., & Showers, B. (1993). *Models of teaching.* Boston, MA: Allyn and Bacon.
- Rosenshine, B. (1983). Teaching functions in instructional programs. *Elementary School Journal, 83*(4), 335-351.

NOTES

High Expectations

Rationale

Many studies reveal the powerful link between teacher expectations and student performance. Edmonds' research on effective schools (1979) identified a shared faculty belief that all students can learn as one of six correlates related to student achievement. Research has continued to confirm the powerful effects of teacher's differential treatment of students on student performance (Brophy, 1988).

Effective elementary school staff development prepares educators to demonstrate high expectations for student learning.

Staff development to change beliefs of teachers and administrators is most effective when it presents alternative strategies and behaviors that reflect high expectations. Research-based programs such as Teacher Expectations and Student Achievement (TESA) and Gender and Ethnic Expectations, Student Achievement (GESA), and the Effective Schools model demonstrate what high expectations look like in the classroom and school. For example, most teachers are unaware of the variability of their patterns of questioning and responding to students based on race and gender. Both TESA and GESA provide formats to observe, record, and alter this pattern through peer coaching. In addition, providing challenging subject matter for all students and eliminating tracking also powerfully communicates an administrative commitment to high expectations for student performance. School practices such as awards assemblies that include recognition of students with improved as well as honors performance and tutoring and mentoring programs that provide student support also demonstrate high expectations.

The upper elementary years are a time of vulnerability and self-definition for young people in which they begin to envision their future. Teacher attitudes and school policies that reflect low expectations can be particularly devastating to young pre-adolescents' future success. Effective staff development should include an audit of current teacher behavior and school practices and how they are perceived by parents and students. Without such an audit, the staff may not perceive that such practices have an adverse impact on students. Peer study of research and visits to other sites where similar populations achieve at a high level can also result in changes in teacher attitudes and beliefs about student capabilities.

Example

Parents and community groups confront the staff of a school that has a history of above average scores on state reading and math tests regarding the poor performance of the school's Hispanic students. The faculty reviews disaggregated test data, student attendance, discipline referrals, and assignment to special programs. They discover a larger proportion of Hispanic and African-American students have lower attendance and higher suspension rates. A committee formed to close the achievement gap studies the research, visits other schools, and attends conference presentations. All the teachers take part in GESA training and participate in follow-up discussions and study groups. The fourth-grade teachers decide to change structures to support high expectations for all students.

In preparation, the fourth-grade teachers receive training in teaching the gifted and talented and in active instructional strategies. They spend one week planning for the following year. After two years of implementation, the teachers find that the test scores of all students have risen. Based on a presentation of the fourth-grade experience to the faculty, the remaining grade levels agree to adopt new strategies. Each team and grade level develop a tutoring and support system for those students who need extra assistance, particularly in reading. By the third year, all students are in heterogeneous groups and the school provides elective support classes and after-school tutoring for those who need extra assistance.

Outcomes

- Administrators and teachers believe that all students can and will learn at high levels.
- Teachers and administrators have high standards for student performance.
- Teaching performance improves as teachers try strategies that boost student performance.
- Increasing numbers of students experience a challenging core curriculum and improve their achievement.

Discussion Questions

- How do teacher beliefs and behaviors affect student performance? What are effective ways to communicate this effect to teachers?
- What school policies communicate high expectations for all students?
- How could a school faculty find out about the expectations it communicates to students and families?

References

- Brophy, J. (1988). Research linking teacher behavior to student achievement: Potential implications for chapter 1 students. *Educational Psychologist. 23*, 235-286.
- Brophy, J. (1981). Teacher praise: A functional analysis. *Review of Education Research.* (51), 5-32.
- Edmonds, R. (1979). Effective schools for the urban poor. *Educational Leadership, 37*(12), 15-24.
- Good, T. L. (1982). How teachers' expectations affect results. *American Education.* (18) 10, 25-32.
- Purkey, S., and Smith, M. (1983). Effective schools: A review. *The Elementary School Journal.* (83) 4, 427-452.

Next Steps

NOTES

NOTES

Family Involvement

Rationale

Family involvement results in improved student performance (Epstein, 1987). This is the underlying rationale for forming partnerships between schools and families at the elementary level, and it is also the reason for educators to become skilled and knowledgeable about how to increase parents' participation in their children's education. Parents who receive frequent and positive messages from teachers tend to get more involved in their children's education (Ames, 1993). When parents receive information from teachers about classroom learning activities, their child's strengths and progress, and how to help children learn, they are more likely to talk to their children about school, monitor their children's schoolwork, and help their children learn. Fruchter (1992) points out that effective staff development programs demonstrate real commitment to helping all families support their children's success in school and treat families as collaborators rather than clients. Effective programs bridge the gap between school and home by building on the community's values, cultures, and languages and by recognizing that all families have something to contribute to their children's success in school.

EFFECTIVE ELEMENTARY SCHOOL STAFF DEVELOPMENT FACILITATES STAFF COLLABORATION WITH AND SUPPORT OF FAMILIES FOR IMPROVING STUDENT PERFORMANCE.

Epstein and Connors (1992) identify six essential components for an effective partnership between schools and families: 1) families meet their basic obligations (ensuring children's health, safety, feeding and clothing them, providing supervision and guidance); 2) schools meet their basic obligations (schools must share with families information about expectations, programs, and curricula, and provide updates on students' progress); 3) families participate in activities and events at school (families need to be recruited to attend school events and volunteer time at the school); 4) families engage in learning activities at home with their children (with assistance from teachers, families need to reinforce and expand on what children learn at school); 5) families are involved in decision making, governance, and advocacy (parents and other family members should be active participants in the school decision-making leadership team); and 6) families and schools collaborate with community groups.

Decker and Decker (1988) identify seven essential components for an effective partnership between schools and families: 1) every aspect of the school climate is open, helpful, and friendly; 2) communication with parents is frequent, clear, and two-way; 3) parents are treated as collaborators in the education process with a strong role to play in their children's learning and behavior; 4) the school recognizes its responsibility to forge a partnership with all families in the school, not just those most easily available; 5) the principal and other school administrators actively express and promote the philosophy of partnership with all families; and 6) the school encourages volunteer participation from parents and the community.

The most successful parent involvement programs, as identified by Nicolau and Ramos (1990) had the following elements: an innovative, flexible approach; strong, personal outreach; warm, non-judgmental communication; non-threatening activities; active support by administrators and staff; attention to environment, format, and scheduling; meaningful activities; essentials of child care, transportation, and meals; and high visibility.

Staff development should explicitly recognize families' expertise about their children and show educators what they can learn from families. Although there are distinctive skills needed to work with parents and families, forging connections with families should not be isolated from staff development concerning other central issues such as curriculum, instruction, and assessment. Effective staff development to form school-family partnerships should also result in structural change in the school that creates more opportunities for parents to participate in the school.

Example

An elementary school establishes a goal to improve student achievement by increasing family involvement. A subcommittee is formed and disseminates a survey that asks family and community members what kinds of contributions they would like to make to the school and how the school can help them address their concerns regarding the academic progress of their children. Based on feedback the following activities are selected to increase the level and kind of involvement of families.

- Develop a written policy that legitimizes the importance of parent involvement. Send home a letter that clearly states the parent involvement goals for the school year. Check frequently with a self-evaluation progress report to parents that indicates the events and activities supporting these mutual goals.
- Provide staff training that focuses on communication and collaboration.
- Increase the number of parents and stakeholders on the school improvement team.
- Open a family resource center where family members can check out materials to assist them in better understanding their children and the role they can play in supporting academic performance.
- Conduct a curriculum audit to ensure all types of families are represented.

Outcomes

- Student performance and attitude improve.
- School staff and parents/families increase communication about the school's educational goals, classes, and curricula.
- Regular communication occurs between school staff and parents/families about individual student's academic progress and a partnership plan for student progress is created.
- Participation of parents/families in educational activities at school and at home increases.
- Community relations and trust are built in an ongoing problem-preventing way.

Discussion Questions

- What skills, knowledge, and attitudes are needed to increase family involvement?
- What barriers to successful parent involvement exist and how can they be eliminated?
- What steps must be taken to facilitate more meaningful connections?
- What are the implications for how the school should reallocate its resources?

References

- Ames, C. (1993). Parent involvement: *The relationship between school-to-home communication and parents' perceptions and beliefs,* (Report 15). Baltimore, MD: The Johns Hopkins University.
- Decker, L., & Decker, V. (1988). *Home/school/community involvement.* Arlington, VA: American Association of School Administrators.
- Epstein, J. (1987). Parent involvement: What research says to administrators. *Education and Urban Society, 19*(2), 119-136.
- Epstein, J., & Connors, L. (1992). *School and family partnerships in the middle grades.* Baltimore, MD: The Johns Hopkins University Center on Families, Communities, Schools and Children's Learning.
- Fruchter, N., Galletta, A., & White, J. L. (1992). *New directions in parent involvement.* Washington, D.C.: Academy for Educational Development.
- Nicolau, S., & Ramos, C. L. (1990). *You're a parent . . . you're a teacher too! Join the education team.* New York, NY: Hispanic Policy Development Project, Inc. ERIC 335 173.

NEXT STEPS

NOTES

NOTES

Student Performance Assessment

Rationale

Assessment has become a focus of the educational reform agenda. Dissatisfaction with existing standardized testing has contributed to the call for alternative assessment. Whether they are referred to as authentic assessment, portfolio assessment, process testing, exhibits, or demonstrations, the hope is they better capture educational outcomes. They stress the importance of examining processes as well as products of learning. They challenge students to move beyond "one correct answer" and explore multiple possibilities and solutions. They demand teachers articulate instructional goals clearly, align goals, teaching, and learning, and use results to guide instructional decision making (Herman, et al, 1992).

EFFECTIVE ELEMENTARY SCHOOL STAFF DEVELOPMENT PREPARES TEACHERS TO USE VARIOUS TYPES OF PERFORMANCE ASSESSMENT IN THEIR CLASSROOMS.

Teachers have used performance assessment throughout all periods of American education. Even in primary grades, teachers routinely ask students to write or draw to demonstrate knowledge, make oral presentations, and create projects that require students to apply knowledge gained and skills acquired/refined as a result of classroom learning experiences. Nonetheless, assessment of student growth and proficiency has primarily occurred through norm-referenced grading systems characterized by competition and rote memorization of isolated facts and figures.

Education in the years ahead will be characterized by student performance assessment. Indeed, since the mid-1980s, more than 40 states have adopted writing samples instead of multiple-choice testing to assess student writing. Currently, some states are working on performance assessments in the humanities, sciences, and arts, as well as the development of a comprehensive student assessment system for students whose first language is not English.

Because large-scale performance assessment is a reality and not a short-term fad, staff development for performance assessment is crucial. Staff development for performance assessment should underscore the real purpose of assessment: supporting learning through good instruction.

Example

A school recognizes the need to redefine the way they assess student performance. They are eager to find strategies that assess the strengths and learning of their students. Although the standardized tests demonstrate improved student learning, they are confident other measures would enable them to show not only what students are learning, but how they are able to apply knowledge. They complete an ERIC search on alternative assessment and are overwhelmed by the information available to them. They soon recognize that implementing alternative assessment will be a three-year task. They organize their plan as follows:

- *Year 1* - Determine most important questions and assign these tasks to different study groups: organize monthly written or oral reports on findings; select three strategies to plot next year; and determine staff development needs.
- *Year 2* - Pilot strategies and discuss results in study groups. Continue to study additional issues and strategies. Share results of the pilot and determine next steps.
- *Year 3* - Repeat the format for Year 2 and begin to implement successful practices.

Outcomes

- Teachers engage students in tasks that have immediate meaning to their everyday life experiences.
- Students demonstrate knowledge through a range of multidimensional and interdisciplinary tasks that include interviews, observations, portfolios, projects, demonstrations, etc.
- Teachers use various forms of performance assessment to improve instruction and monitor student learning.

Discussion Questions

- Is the culture of the school and community receptive to performance assessment?
- What is the relationship of performance assessment to school, district, and state assessment practices?
- What types of performance assessment are currently in use?
- What are the key characteristics of performance assessment?
- What instructional changes must be made in order to conduct effective performance assessment?

References

- Detterman, D. K., & Sternberg, R. J. (1982). *How and how much can intelligence be increased?* Norwood, NJ: Ablex.
- Ferrera, S., & McTighe, J. Assessment: A thoughtful process. *If Minds Matter, 2.*
- Herman, J. L., Aschbacher, P. R., & Winters, L. (1992). *A practical guide to alternative assessment.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Investigating Performance Assessment (1993, June). *Turning Points: State Network News, 3*(3).
- Using Performance Assessment. (1992, May). *Educational Leadership, 49*(8).
- Wittrock, M. C., & Baker, E. L. (1991). *Testing and cognition.* Englewood Cliffs, NJ: Prentice-Hall.

Next Steps

NOTES

APPENDIX

Self Assessment and Planning Tool

Reviewer Acknowledgement

Technical Assistance

Self-Assessment and Planning Tool

Groups can use this self-assessment tool to determine the current state of implementation of the context, process, and content of effective staff development for elementary schools. The assessment can be used to reveal strengths as well as areas for improvement. A scoring guide and index follow the standards. Because of the value in obtaining multiple perspectives, the self assessment will be most useful if completed by a group rather than individually. We suggest the following steps:

1. Make copies for group members and have each member complete it alone.
2. Have participants compare their individual scores. It is recommended that group members discuss similarities and differences rather than average scores.
3. Have the group discuss why specific scores were given and ask the group to reach consensus on a score which represents the school's current level of implementation.
4. Prepare an action plan based upon the findings from the assessment.

Self-Assessment: Elementary School Staff Development

	Strongly Disagree	*Disagree*	*Somewhat Agree*	*Agree*	*Strongly Agree*
Context					
1. Staff development is ongoing and job-embedded.	1	2	3	4	5
2. Staff development activities result in changes in classroom practice for most teachers on the staff.	1	2	3	4	5
3. The budget allocation supports ongoing professional development.	1	2	3	4	5
4. There is widespread support for professional development among administration, teachers, parents, school board members, and other influential members of the community.	1	2	3	4	5
5. Staff development is viewed as an essential component for achieving the purposes of the organization and is valued as an integral part of the strategic plan.	1	2	3	4	5
6. Central administration supports the work necessary to accomplish school improvement goals and provides an adequate budget.	1	2	3	4	5
7. Strategies for facilitating planning and learning during the school day exist.	1	2	3	4	5
8. A minimum of twenty percent of the work week is devoted to joint learning and work.	1	2	3	4	5
9. The school staff is organized into study groups to learn about the change process and/or about particular innovations.	1	2	3	4	5
10. Teachers are observed randomly to determine their use of an innovation and the innovation's effect on students.	1	2	3	4	5
Process					
11. The school's improvement plan addresses important aspects of organizational effectiveness such as decision making, communication, and team functioning.	1	2	3	4	5
12. Information about systems thinking and the change process are used in making school improvement decisions.	1	2	3	4	5
13. The principles of adult learning permeate staff development.	1	2	3	4	5
14. The learning climate of staff development activities is collaborative, informal, and respectful.	1	2	3	4	5

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Process (continued)					
15. The three phases of the change process are initiation, implementation and institutionalization in the planning of programs.	1	2	3	4	5
16. Staff and administration are aware of the "implementation dip" (things often get worse before they get better.	1	2	3	4	5
17. Staff development decisions are based on data regarding valued student outcomes.	1	2	3	4	5
18. Recognition of a need to seek improvement exists.	1	2	3	4	5
19. Staff reading, study, and discussion of educational innovations precede decisions concerning staff development.	1	2	3	4	5
20. Research-based content serves as the core of staff learning.	1	2	3	4	5
21. Improvement plans include a carefully-designed framework for the integration of innovations being implemented.	1	2	3	4	5
22. An instructional framework that describes how selected innovations collectively address school priorities exists.	1	2	3	4	5
23. Program evaluation assesses participants' reactions to the program and measures participants' learning.	1	2	3	4	5
24. Program evaluation assesses participants' use of new knowledge and skills and the impact on student learning.	1	2	3	4	5
25. Staff development includes activities other than "training workshops."	1	2	3	4	5
26. All staff development training activities include theory, demonstration, practice with feedback, and coaching.	1	2	3	4	5
27. Desired changes in on-the-job behavior are supported and result in improved student learning.	1	2	3	4	5
28. Staff members regularly analyze and self-correct performance.	1	2	3	4	5
29. Site-base management councils focus primarily on instruction and student learning.	1	2	3	4	5
30. Consensus decision making is used to increase staff ownership.	1	2	3	4	5
31. School teams/groups are models of effective interpersonal and group skills.	1	2	3	4	5
32. Training and development in collaborative skills occurs regularly, especially for new teams or committees.	1	2	3	4	5
Content					
33. Teachers and administrators are knowledgeable regarding the needs of children and young adolescents.	1	2	3	4	5
34. Decisions about instruction and new programs are based on how well they reflect developmentally-appropriate practice.	1	2	3	4	5
35. Teachers' classroom management strategies increase academic learning time.	1	2	3	4	5

	Strongly Disagree	*Disagree*	*Somewhat Agree*	*Agree*	*Strongly Agree*
Content (continued)					
36. Teachers are familiar with and utilize the research-based findings that support a safe and orderly environment.	1	2	3	4	5
37. The school's staff possesses the knowledge, attitudes, and skills needed to ensure a quality education for all students regardless of culture, race, gender, or ethnicity.	1	2	3	4	5
38. School data confirm that all students have equal access to and participation in the school's programs and activities.	1	2	3	4	5
39. Students can discuss the connection between the various content areas and their real-life concerns.	1	2	3	4	5
40. Teachers offer skills and knowledge to all students in an integrated manner based on essential themes and questions.	1	2	3	4	5
41. Teachers use a variety of approaches to teaching, know underlying instructional theories, and understand relevant research.	1	2	3	4	5
42. There is research to suggest that the content of a school's staff development programs will increase student learning.	1	2	3	4	5
43. Through the use of a variety of instructional strategies administrators and teachers demonstrate a belief that all students can learn.	1	2	3	4	5
44. Teachers use strategies that demonstrate high expectations for all students.	1	2	3	4	5
45. There is regular communication between the school staff and parents/families about individual student's academic progress.	1	2	3	4	5
46. Parent/staff communication focuses on the school's goals, classes, and curriculum with special attention to in-school and community opportunities to enhance student achievement.	1	2	3	4	5
47. Student performance assessments include interviews, observations, portfolios, projects, and demonstrations.	1	2	3	4	5
48. Student performance assessments focus on what students can actually do with the knowledge and skills they have acquired.	1	2	3	4	5

SCORING GUIDE

Compare individual, group, and school-wide scores from the self-assessment for each question.

Context

Score											
5											
4											
3											
2											
1											

Question	1	2	3	4	5	6	7	8	9	10
Standard	**Continuous Improvement**		**Leadership/ Advocacy**		**Organizational Alignment and Support**		**Time for Learning**		**Staff Development as an Innovation**	

Process

Score											
5											
4											
3											
2											
1											

Question	11	12	13	14	15	16	17	18	19	20
Standard	**OD & Systems Thinking**		**Change Process: Individual**		**Change Process: Organizational**		**Data-Driven Decision Making**		**Selecting Staff Development Content**	

Process (continued)

Score														
5														
4														
3														
2														
1														

Question	21	22	23	24	25	26	27	28	29	30	31	32
Standard	**Integration of Innovations**		**Evaluation of Staff Development**		**Models of Staff Development**		**Follow Up**		**Collaborative Skills**		**Group Development**	

Content

Score													
5													
4													
3													
2													
1													

Question	33	34	35	36	37	38	39	40	41	42	43	44
Standard	**Childhood and Pre-Adolescent Development**		**Classroom Management**		**Diversity**		**Inter-disciplinary Curriculum**		**Research-Based Instructional Strategies**		**High Expectations**	

Content (continued)

Score					
5					
4					
3					
2					
1					

Question	45	46	47	48
Standard	**Family Involvement**		**Student Performance Assessment**	

Note: Any assessment statement receiving a score of 3 (somewhat agree) or less by a majority of the staff or teams should be considered for improvement.

Reviewers of the Staff Development Standards

The National Staff Development Council and the National Association of Elementary School Principals wish to thank the following reviewers of the staff development standards for their contributions to this document.

Gary W. Abbamont	Crossroads School	Monmouth Junction, NJ
Karen Akiyama-Paik	Hawaii District Staff Development	Hilo, HI
Jackie Baston	Kansas City Missouri School District	Kansas City, MO
Susan Bigelow	Missouri City Middle School	Missouri City, TX
Jean W. Bozardt	Orangeburg School District 5	Orangeburg, SC
Amy Braghorn	Centennial Middle School	Spokane, WA
Megan Cassette	El Segundo Middle School	El Segundo, CA
Henry Clemmons	Kennewick School District	Kennewick, WA
Carole Cohen	John Muir School	Schaumburg, IL
Al Coleman	Lynchburg City Schools	Lynchburg, VA
Diana Dankowski	Chattanooga Public Schools	Chattanooga, TN
Carol Duley	Vermont Department of Education	Montpelier, VT
Nicholas F. Dussault	Sheboygan Area School District	Sheboygan, WI
Lawrence R. Emery	Newark Boys Chorus School	Newark, NJ
Liz Fideler	Recruiting New Teachers	Belmont, MA
Peggy Gaskill	Central Michigan University	Mount Pleasant, MI
Flora Green	Longfellow Elementary School	Oak Park, IL
Betty Griffin	Davenport Community School District	Davenport, IA
Laura Hartner	Somerville Middle School	Somerville, NJ
Bev Henderson	Kennewick School District	Kennewick, WA
Barbara Herrin		Chicago, IL

Irene Hopkins	Rockwood School District	Ellisville, MO
Solomon R. Humphries	Albert Einstein School	Chicago, IL
Ann Ishler	S. C. State Department of Education	Columbia, SC
Eunice Johnson	Central Michigan University	Grand Rapids, MI
Brenda Jones	Murphysboro Middle School	Murphysboro, IL
Mary Ellen Jordan	East Baton Rouge Parish School System	Baton Rouge, LA
Tim Kitts	Williamston Middle School	Williamston, MI
Shirley Macklin	Chicago Public Schools	Chicago, IL
Robert J. Monson	Westwood Public Schools	Westwood, MA
Linda C. Moore	Long Beach Unified School District	Long Beach, CA
William Moore	Clinton Community School	Clinton, IA
Elizabeth M. Osga	Storington Public Schools	Old Mystic, CT
Donna Parrish	Tempe District #3	Tempe, AZ
Paul Pattavina	Project RISE	Colchester, CT
Ellie Perry	Fleming Middle School	Grants Pass, OR
Janet M. Phlegar	The Regional Laboratory for Educational Improvement of the Northeast & Islands	Andover, MD
Sharon Rose Powell	Princeton Center for Leadership Training	Lawrenceville, NJ
Andrew L. Rogers	Kellogg Middle School	Seattle, WA
Ken Rohrs	Hong Kong International School	Hong Kong
David M. Ross	St. Thomas Aquinas Catholic School	Dallas, TX
Doris Santamaria	Boston University	Boston, MA
Robert Scaffardi	Cranston Public Schools	Cranston, RI
Robert A. Shafer	Informed Strategies	Whitefish Bay, WI
Audrey Smith	Page County Public Schools	Luray, VA
Arnold F. Stueckle	Eastern Washington University	Cheney, WA
Deborah Suddarth	Catholic Schools Office	Fort Wayne, IN
Banks Swan	Davenport Community School District	Davenport, IA
Lowell Thompson	University of North Dakota	Grand Forks, ND
Kathy Weiss	Baldwin Public Schools	Baldwin, NY
Joyce White	NRC/Korte	Kansas City, MO
Scott Wiley	Freeport Junior High	Freeport, IL
Ellen Williams	Seven Locks Elementary School	Bethesda, MD
Mary Williams	Costello Hourse	Pleasantville, NY
Steven A. Wlodarczyk	South Windsor Public Schools	South Windsor, CT
Marita Wooderson	Raytown South Middle School	Raytown, MO
Paul Wynn	Rosemont Middle School	Norfolk, VA
Sybil Yastrow	Consultant	Deerfield, IL

Technical Assistance

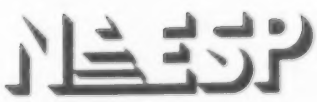
If you have suggestions for future editions of these Standards or if you require technical assistance for an individual and/or school in the use of the *Staff Development Standards: Elementary School Edition* please contact:

National Staff Development Council
P.O. Box 240
Oxford, Ohio 45056
1 800/727-7288 • 513/523-6029
513/523-0638 Fax
America Online screen name: NSDCHavens

or

National Association of Elementary School Principals
1615 Duke Street
Alexandria, Virginia 22314-3483
1 800/38NAESP • 1 800/39NAESP
703/684-3345 • 703/549-5568 Fax

National Staff Development Council
P.O. Box 240
Oxford, Ohio 45056
1 800/727-7288 • 513/523-6029
513/523-0638 Fax
America Online screen name: NSDCHavens



National Association of
Elementary School Principals
1615 Duke Street
Alexandria, Virginia 22314-3483
1 800/38NAESP • 703/684-3345
1 800/39NAESP • 703/549-5568 Fax